

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
Year 3	I'm learning French (E) <ul style="list-style-type: none"> Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French 	Seasons (E) <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in French Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car' 	Musical Instruments (E) <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. Understand articles, determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high-frequency 1st person regular verb 'je joue' 	Fruits (E) <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike 	Ice-Creams (E) <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais' Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub 	Little Red Riding Hood (E) <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in French as seen in the story.
Year 4	Presenting Myself (I) <ul style="list-style-type: none"> Count to 20 Recite name and age Say hello and goodbye Ask how someone is feeling Answer how they are feeling Be able to say where they live Tell you their nationality and understand basic gender agreement rules 	Family (I) <ul style="list-style-type: none"> Tell someone the names, and ages of the family in French Count in French to 100 Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' Move from 1st person singular to 3rd person singular of the two verbs used in this unit: s'appeler (to be called) and avoir (to have). 	Goldilocks (I) <ul style="list-style-type: none"> Listen attentively to a story in French Use picture cards, word cards and phrase cards in French to aid memory Increase thinking and reasoning skills in French Identify strategies to use for memorising new words and phrases. Attempt to spell in French 	Habitats (I) <ul style="list-style-type: none"> In French talk about the key elements animals and plants need to survive in their habitat In French talk about the most common habitats for plants and animals and give a named example of these habitats Tell somebody in French which animals live in these different habitats. 	The Classroom (I) <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case 	My Home (I) <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in French Tell somebody in French what rooms they have or do not have in their home Ask somebody else in French what rooms they have or do not have in their home Attempt to create a longer spoken or written passage in French recycling previously learnt language
Year 5	Do you have a pet? (I) <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) For pets in French Tell somebody in French if they have or do not have a pet Ask somebody else in French if they have a pet Tell somebody in 	What is the date? (I) <ul style="list-style-type: none"> Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year, numbers 	The Weather (I) <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask what the weather's like today. Say what the weather's like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols 	Romans (I) <ul style="list-style-type: none"> Tell somebody in French the key facts and key people involved in the history of the Roman Empire. Say the days of the week in French and learn how these are related to the Roman gods and goddesses. Tell somebody in French what the most famous Roman inventions were. 	The Olympics (I) <ul style="list-style-type: none"> Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic Games. Highlight key words then learn how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic Games. Conjugate the irregular verb 	Clothes (I) <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in French Use the appropriate genders and articles for these clothes Use the verb PORTER in French with increasing confidence Say what they wear in different weather/situations Describe clothes in terms of their colour and apply adjectival agreement

	<ul style="list-style-type: none"> French the name of their pet Attempt to create a longer phrase using the connectives ET or MAIS 	1-31 in order to say when their birthday is		<ul style="list-style-type: none"> Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in French. 	<ul style="list-style-type: none"> FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when you say you play a sport in French 	<ul style="list-style-type: none"> Use the possessives with increased accuracy
Year 6	At School (P) <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school. 	Regular Verbs (P) <ul style="list-style-type: none"> Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. Conjugate in French the irregular verb AVOIR Conjugate in French the irregular verb ÊTRE Conjugate in French the irregular verb ALLER Conjugate in French the irregular verb FAIRE 	The Weekend (P) <ul style="list-style-type: none"> Ask what the time is in French Tell the time accurately in French Learn how to say what they do at the weekend in French Learn to integrate connectives into their work Present an account of what they do and at what time at the weekend 	World War II (P) <ul style="list-style-type: none"> Group/order unknown vocabulary to help decode text in French Improve their listening and reading skills Name the countries and languages involved in WW2 Say what the differences were in city and country life during the war Learn to integrate all their new and previous language writing a letter Home as an evacuee living in the countryside 	The Vikings (P) <ul style="list-style-type: none"> Name in French, the key periods in ancient Britain, in Chronological order. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'Être' (to be) and avoir (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns. 	Me in the World (P) <ul style="list-style-type: none"> About the many countries in the Francophone world About different festivals (religious and non-religious) around the world. That we are different and yet all the same That we can all help to protect our planet. How to use "à" (when talking about living in a city) and en/au/aux" (when talking about living in a country)

Key

E=Early Language Unit

I = Intermediate Language Unit

P = Progressive Language Unit