

Baydon St Nicholas CE VA Primary School French Programme of Study

KS2 2026-2027

Swifts Class

French Year 2/3 Swifts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	French Greetings with Puppets	French adjectives with colour/size	Playground games - numbers and age	In a French classroom	Bon appetit!	Shopping for French food
Unit outcomes	Look carefully at a speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new vocabulary, both in spoken and written form. Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.	Listen carefully to instructions to build correct sequences of three to four colour blocks. Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. Recognise cognates, finding shapes that they are asked for. Use please and thank you. Describe some of the shapes in their work using language of colour, size or shape. Correctly select a decoration described to them by its colour. Use software to produce artwork in the style of Matisse.	Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds ('un', 'eu', 'oi', and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Recognise number words. Listen carefully and relate sounds to written phonemes. Recall numbers one to twelve with increasingly accurate pronunciation.	Show their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience.	Recognise which nouns are cognates or near cognates. Explain ways to work out the meaning of unfamiliar words. Identify the correct definite article for the names of fruit according to gender. Correctly identify and pronounce plural nouns. Accurately express an opinion with j'aime and je n'aime pas. Say the numbers to 31 in French. Read and calculate maths sums correctly in French. Say and write all the days of the week. Identify the days for yesterday and today. Accurately perform a role play with good pronunciation and understanding.	Recognise and explain how to build 2-digit numbers in words up to 60, using a number builder resource for support if needed. Listen carefully and make good attempts at accurate pronunciation of new vocabulary. Recognise how a sentence changes according to noun gender. Make predictions about language from a familiar story and join in with an oral performance. Use strategies to support recall of vocabulary. Make at least one change to a noun in a given sentence and present the sentence orally. Produce a short written story with some modelling and with some elements changed.

Year 3 skills (Year 2 being exposed to same skills)	Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Recognising that different languages are spoken in the community/world. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England.	Beginning to use conversational phrases for purposeful dialogue. Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary. Comparing sounds and spelling patterns with English. Listening and repeating further key phonemes with care. Rehearsing and performing a short presentation. Choosing appropriate adjectives from a wider range of adjectives. Identifying items by colour and other adjectives. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to use language detective strategies. Using cognates and near cognates along with other detective skills to gist information. Making short phrases or sentences using word cards. Using adapted phrases to describe an object or person. Using the indefinite article in the plural form. Recognising and beginning to apply rules for placement and agreement of adjectives. Making comparisons of word order in French and English.	Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Listening and noticing rhyming words. Recognising some familiar words in written form. Reading aloud some words from simple songs, stories and rhymes. Identifying cognates and near cognates. Recalling and writing simple words from memory. Identifying plurals of nouns. Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Recognising and using adjectives. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations. Recognising some familiar words in written form. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size. Beginning to recognise gender of nouns, definite and indefinite articles. Identifying plurals of nouns. Recognising adjectives and placement relative to the noun. Beginning to understand that verbs have patterns. Noticing the negative form. Recognising cultural similarities and differences between customs and traditions in France and England.	Language comprehension Listening and responding to single words, short phrases and full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Language production Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play, song or story.	Language comprehension Listening and responding to single words, short phrases and full sentences. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Language production Using short phrases to give information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play, song or story. Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.
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Year 3 Knowledge (Year 2 being exposed to same knowledge)	To know that in French there are formal and informal greetings and when it is appropriate to use each one. To know that different greetings are used at different times of the day. To know that tone of voice can indicate a question. To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound. To know that French words are pronounced differently to the way they are spelt.	To know that a cognate is a word that is the same in both French and English e.g. un triangle. To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle. To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle. To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.	To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. To know that sentences are often structured differently in French and English. To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French. To know the names of some Parisian landmarks. To know some French playground games.	To know that, in French, a space is needed before and after ? and ! To understand some of the similarities and differences between school in France and schools in the UK. To understand that every French noun is either masculine or feminine. To know that gender affects the form of the word un or une (the indefinite article). To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.	Phonics: To know: The key phonemes represented by letters: a, c, e, g, i, j, q, s, t, u. The sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. Some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. Consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand. 'h' at the start of a word in French is not pronounced. Grammar: To know: Every French noun is either masculine or feminine. Gender affects the form of the indefinite article un or une. Feminine nouns often (but not always) end in 'e'. Most nouns in French become plural by adding an 's' at the end, as in English, but some are irregular: des ciseaux. The preposition à can be contracted with a definite article to indicate a place: au/à la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. The high frequency verbs s'appeler, avoir, être and aller, which are used to formulate and answer questions. Je/j', and tu and vous are subject pronouns. C'est means 'it is' and is used to describe what something is. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. Cultural awareness To know: Some typical French food and/or drink. The currency used in France is euros and to recognise some of the notes and coins. Orders are typically taken at the table in France.	Phonics To know: The key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). The sounds that are created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. That some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. Key word patterns and spellings. Grammar To know: That every French noun is either masculine or feminine. The gender affects the form of the indefinite article un or une. That feminine nouns often (but not always) end in 'e'. That the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. The equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. That I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. That je/j', and tu and vous are subject pronouns. That c'est means "it is" and is used to describe what something is. How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). That we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. That some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. That accents in French can change the sound of a letter. That basic sentence structure English and French have the same pattern: subject + verb + object. That in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. Cultural awareness To name some famous paintings by French artists.
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Vocabulary	je I	grand big	Combien?	écoutez!	la tomate	le marché
	tu you	petit small	How many/much?	listen	tomato	market
	bonjour hello	rouge red				
	bonsoir good evening	blue blue	Tu as quel âge ?	écrivez!	la pomme	le café
	bonne nuit good night	jaune yellow	How old are you?	write	apple	café
	je m'appelle my name is	vert green				
	ça va bien I am fine	blanc white	un	lisez!	la fraise	le supermarché
	ça va très bien I am very well	noir black	one	read	strawberry	supermarket
	comme ci, comme ça	orange orange				
	so so	violet purple	deux	fermez!	le melon	la boulangerie
	ça va mal I am not ok	rose pink	two	close	melon	bakery
	ça va très mal I am really not ok	brun brown				
	au revoir goodbye	un cercle a circle	trois	ouvrez!	le citron	la pâtisserie
	c'est it is	un carré a square	three	open	lemon	cake shop
	Comment tu	un rectangle a rectangle				
	t'appelles ?	un triangle a triangle	quatre	parlez!	l'orange	au/à la/à l'
	What is your name?		four	speak	orange	to
	Ça va/Comment ça va ?					
	How are you? (informal/		cinq	regardez!	aujourd'hui	je vais
	formal)		five	watch/look	today	I go
			six	levez-vous !	demain	j'achète
			six	stand up	tomorrow	I buy
			sept	asseyez-vous !	hier	trente
			seven	sit down	yesterday	thirty
			huit	dans mon sac	lundi	quarante
			eight	in my bag	Monday	forty
			neuf	j'ai...	mardi	cinquante
			nine	I have...	Tuesday	fifty
			dix	je n'ai pas de...	mercredi	soixante
			ten	I do not have...	Wednesday	sixty
			onze	mais	jeudi	
			eleven	but	Thursday	
			douze	Tu as... ?	vendredi	
			twelve	Do you have...?	Friday	
			plus		samedi	
			plus		Saturday	
			moins		dimanche	
			minus		Sunday	
			et		j'aime	
			and		I like	
			font/égale		je n'aime pas	
			Egale (in Math)		I do not like	

Firecrests

French Year 4/5 Firecrests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday
Unit outcomes	Identify rhyming words and the same phonemes in different words. Listen for specific words and phrases. Apply language detective strategies such as use of cognates to work out meaning. Understand how the gender and number of a noun modifies adjectives. Explain where to place different types of adjectives in relation to the noun. Use familiar language to speak in sentences. Attempt to build accurate written sentences using a model.	Recognise words that are similar to English. Notice patterns in word order. Identify key information within a longer text. Adapt a sentence to change the meaning. Use a negative expression. Apply some understanding of French pronunciation. Present ideas and information orally.	Use a bilingual dictionary confidently. Engage in conversations. Apply correct adjectival agreement for regular adjectives. Apply correct word order in sentences containing adjectives. Present a presentation on a familiar topic. Pronounce familiar language accurately. Build statements from new vocabulary.	Match numerals and words correctly. Count up in multiples of ten. Use physical response to show understanding of specific phrases. Give and respond to directions. Use specific structures to describe the weather and the temperature. Pronounce weather phrases accurately. Perform a rap from memory in French. Present information clearly with accurate pronunciation. Locate cities on a map of France.	Read and understand a range of sentences including directions. Recognise and respond to directions. Form directional phrases accurately by applying grammatical rules. Ask, answer questions and seek clarification. Apply language detective strategies to work out meaning in spoken and written sources.	Read and understand a simple story. Identify use of present and future tenses in reading and listening. Know how to form the near future tense. Speak in sentences. Integrate familiar language into a new context. Create a written paragraph including present and future tenses. Use a bilingual dictionary confidently.

Year 4 Skills	To name some famous paintings by French artists Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.	Recognising how intonation and gesture are used to differentiate between statements and questions Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play, song or story Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'. To know that the preposition à can be contracted with a definite article to indicate a place: au/à	la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it' To know that the pronoun y means 'there' To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	Listening and responding to single words, short phrases and full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. Recognising, repeating and adapting phrases from familiar rhymes and songs. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions Discussing strategies for	Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. Choosing appropriate adjectives from a range of adjectives.
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Year 5 skills	Listening to and repeating key phonemes with a degree of accuracy. Showing understanding by joining in and responding. Practising speaking with a partner using familiar language. Recognising some familiar language used in a new context. Creating short phrases or sentences using word cards and a knowledge organiser. Describing the physical features and personality of a third person. Asking and answering questions using high frequency verbs. Decoding new language using language detective strategies. Creating accurate spoken and written descriptive sentences from a model.	Recognise words in English that have been borrowed from the French language. Show understanding of simple writing. Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary. Use familiar high frequency verbs to present information about someone else. Express likes and dislikes. Organise words correctly to build phrases and sentences.	Asking and answering questions. Applying correct word order. Constructing sentences using a model. Writing some words and phrases from memory. Applying simple adjectival agreement. Using the correct indefinite article depending on the gender and number of the noun. Using the correct possessive adjective for a given noun by determining its gender and number. Recalling colour adjectives from previous learning and using these in a new context. Expressing opinion using a range of verbs.	Linking the sound and spelling of new words. Repeating memorised language with increasing accuracy. Using learned phrases to convey information. Using two prepositions to indicate location. Expressing ideas clearly by speaking with increasing fluency. Using conjunctions to extend sentences.	Recognising and responding to directional language. Recalling number vocabulary and using this to describe distance. Asking and answering questions with accurate pronunciation and intonation. Using gist to develop an understanding of spoken French. Reading fiction and non-fiction texts to extract key points. Writing sentences using familiar language. Present information orally using weather-related vocabulary.	Language comprehension Independently identifying rhyming words and spelling patterns when joining in with songs. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Language production Planning, asking and answering questions. Developing extended sentences to justify a fact or opinion. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive words and phrases independently.
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Year 5 & 4 Knowledge	To recognise the definite article in the plural form. To identify adjectives in feminine and plural forms. To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural. To recognise that some adjectives are irregular and do not follow a rule. To understand how and why adjectives must agree with the noun they are describing. To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms. To know which subject pronoun to employ when talking about someone else. To know that certain letters at the end of a word in French are not pronounced.	To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun. To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.	To understand adjectival position in a sentence. To know what adjectival agreement means. To know that some adjectives are invariable and do not change in the feminine and plural forms. To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. To know when to use an indefinite article or a possessive adjective. To know that the last consonant in a word in French is pronounced if it followed by an 'e'. To know how to use a bilingual dictionary to cross check the correct meaning of a word.	To know that Celsius is used to measure temperature in Europe. To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. To know how to use the partitive article 'de' with specific weather structures. To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. To name several conjunctions that can be used to extend and link sentences.	To know how to contract the preposition 'à' when it is used with the definite article of a noun. To know how to contract 'de' when it is used with the definite article of a noun. To know which specific verbs must be used with the three categories of weather expressions. To locate French-speaking countries on a map. To name some features of countries in the French-speaking world. To show an understanding of national identity and begin to consider stereotypes.	Phonics To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç) To know that a change in voice intonation can indicate when a question is being asked. To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that adjectives must agree with the gender and number of the noun being described. To know a range of prepositions to describe the position of objects or places. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets–trainers. To know that parce que and/or car(because) can be used to extend a sentence and give a justification. Cultural awareness To know that French is spoken in different countries around the world. To be able to name French-speaking countries and recognise the flags of those countries.
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Vocabulary	il a - he has elle a - she has il est - he is elle est - she is les cheveux - hair les yeux - eyes marron - brown (for eyes) bruns - brown (for hair) verts - green (masc plural) bleus - blue (masc plural) roux - ginger blonds - blonde (for hair) châains - chestnut brown (masc plural) noirs- black (masc plural) sportif (masc) sportive (fem) - sporty poli (masc) - polite polie (fem) - polite petit (masc) - small petite (fem) - small heureux (masc) - happy heureuse (fem) - happy sérieux (masc) - serious sérieuse (fem) - serious	j'ai - I have un frère - a brother une sœur - a sister je n'ai pas - I do not have je n'ai pas de frère - I do not have a brother ou - or je suis fils unique - I am an only child (boy) je suis fille unique - I am an only child (girl) mon/ma/mes - my (masc/fem/plural) mon père - my dad ma mère - my mum mes grand-parents - my grandparents son anniversaire, c'est le... - his/her birthday is on the... il/elle a... ans - he/ she is ... years old j'aime - I like je n'aime pas - I do not like j'adore - I love beaucoup - a lot	un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?	Quel temps fait-il ? - What is the weather like? Il fait beau - it is good weather il neige - it is snowing il pleut - it is raining il y a du soleil - it is sunny il y a du vent - it is windy dans - in le nord - the north l'est - the east le sud - the south l'ouest - the west degrés - degrees Il fait trente degrés - it is thirty degrees trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingt-dix - ninety cent - one hundred	le nord l'est le sud l'ouest dans quel temps fait-il ? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages	aller - to go je vais - I go tu vas - you go (informal) il/elle va - he/she goes nous allons - we go vous allez - you go (formal/group) ils/elles vont - they (masc/fem) go je vais aller - I am going to go rester - to stay faire - to do/make au/en/aux - to (masc/fem/plural) quand - when où - where pourquoi - why en vacances - on holiday en été ou en hiver ? - in summer or in winter? quel temps va-t-il faire? - what will the weather be like? que vas-tu faire ? - what are you going to do? qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?
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Owls

French Year 5/6 Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday

Unit outcomes	Identify rhyming words and the same phonemes in different words. Listen for specific words and phrases. Apply language detective strategies such as use of cognates to work out meaning. Understand how the gender and number of a noun modifies adjectives. Explain where to place different types of adjectives in relation to the noun.	Recognise words that are similar to English. Notice patterns in word order. Identify key information within a longer text. Adapt a sentence to change the meaning. Use a negative expression. Apply some understanding of French pronunciation. Present ideas and information orally.	Use a bilingual dictionary confidently. Engage in conversations. Apply correct adjectival agreement for regular adjectives. Apply correct word order in sentences containing adjectives. Present a presentation on a familiar topic. Pronounce familiar language accurately. Build statements confidently.	Match numerals and words correctly. Count up in multiples of ten. Use physical response to show understanding of specific phrases. Give and respond to directions. Use specific structures to describe the weather and the temperature. Pronounce weather phrases accurately.	Read and understand a range of sentences including directions. Recognise and respond to directions. Form directional phrases accurately by applying grammatical rules. Ask, answer questions and seek clarification. Apply language detective strategies to work out meaning in spoken and written sources.	Read and understand a simple story. Identify use of present and future tenses in reading and listening. Know how to form the near future tense. Speak in sentences. Integrate familiar language into a new context. Create a written paragraph including present and future tenses. Use a bilingual dictionary confidently.
Year 5 skills	Listening to and repeating key phonemes with a degree of accuracy. Showing understanding by joining in and responding. Practising speaking with a partner using familiar language. Recognising some familiar language used in a new context. Creating short phrases or sentences using word cards and a knowledge organiser. Describing the physical features and personality of a third person. Asking and answering questions using high frequency verbs.	Recognise words in English that have been borrowed from the French language. Show understanding of simple writing. Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary. Use familiar high frequency verbs to present information about someone else. Express likes and dislikes. Organise words correctly to build phrases and sentences.	Asking and answering questions. Applying correct word order. Constructing sentences using a model. Writing some words and phrases from memory. Applying simple adjectival agreement. Using the correct indefinite article depending on the gender and number of the noun. Using the correct possessive adjective for a given noun by determining its gender and number. Recalling colour adjectives from previous learning and using these in a new context. Expressing opinions using	Linking the sound and spelling of new words. Repeating memorised language with increasing accuracy. Using learned phrases to convey information. Using two prepositions to indicate location. Expressing ideas clearly by speaking with increasing fluency. Using conjunctions to extend sentences.	Recognising and responding to directional language. Recalling number vocabulary and using this to describe distance. Asking and answering questions with accurate pronunciation and intonation. Using gist to develop an understanding of spoken French. Reading fiction and non-fiction texts to extract key points. Writing sentences using familiar language. Present information orally using weather-related vocabulary.	Language comprehension Independently identifying rhyming words and spelling patterns when joining in with songs. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Language production Planning, asking and answering questions. Developing extended sentences to justify a fact or opinion. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different
Year 6 Skills	Recognising key phonemes in new language and applying pronunciation rules. Speaking with increasing confidence and fluency. Using contextual clues and cues to 'gist' and make predictions about meanings. Creating phrases and sentences from memory. Choosing appropriate adjectives from a wider range of adjectives. Generating the correct form of an adjective so that it agrees with the singular or plural noun it is describing. Selecting the correct form of irregular adjectives. Using grammatical understanding to apply word order accurately. Selecting the appropriate subject pronoun to describe other people. Speaking in full sentences using known and some new vocabulary.	Apply knowledge of grammatical rules when building sentences. Use conjunctions to extend sentences. Express personal preferences. Make ambitious word selections using appropriate resources such as a bilingual dictionary and knowledge organiser. Speak with fluency and spontaneity.	Using questions to seek information from others. Expressing a range of opinions, including use of the negative. Explaining how regular adjectives change in the feminine and plural forms. Adapting the suffix of colour adjectives in accordance with the gender and number of the noun. Using appropriate determiners. Applying a grammatical rule to convert an indefinite article to the correct form of the possessive adjective. Applying phoneme-grapheme knowledge to write words with increasing accuracy.	Linking the sound, spelling and meaning of new words. Performing confidently using memorised language. Applying the correct grammatical structure for the type of weather being described. Incorporating relevant previously learned language into a new context to extend detail. Using prepositions and the partitive article appropriately. Presenting a detailed report using a range of key structures, including contrasting information about two different locations.	Using directional vocabulary accurately, Asking and answering questions using full sentences. Creating detailed sentences justifying opinions. Reading authentic texts containing some new language, using detective skills to work out meaning. Presenting detailed information clearly to an audience. Use conjunctions to give contrasting information.	

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	bruns - brown (for hair) verts - green (masc plural) bleus - blue (masc plural) roux - ginger blonds - blonde (for hair) châtains - chestnut brown (masc plural) noirs- black (masc plural) sportif (masc) sportive (fem) - sporty poli (masc) - polite	mon père - my dad ma mère - my mum mes grand-parents - my grandparents son anniversaire, c'est le... - his/her birthday is on the... il/elle a... ans - he/she is ... years old j'aime - I like je n'aime pas - I do					