

MODERN FOREIGN LANGUAGES – FRENCH (1)			
Year	AUTUMN	SPRING	SUMMER
3 and 4	<p>Meeting and Greeting – Learn to greet others and to say how they are.</p> <p>Moi – Asking names. Age</p> <p>Family members and what they are called</p> <p>Parts of the Body Monsters – labelling including colours and numbers. Facial features.</p> <p>Christmas in France</p> <p>Numbers 1 – 20</p> <p>French Alphabet</p>	<p>Weather – different types of weather</p> <p>Days of the week</p> <p>Weekly forecast to reinforce Days of the Week</p> <p>Months</p> <p>Clothes, revise colours.</p> <p>Understand masculine and feminine le/la + un/une – start to introduce that the gender can affect the endings of the adjectives,</p> <p>Introduce size adjectives</p> <p>Food Singular/ plural nouns – food vocabulary especially fruit and vegetables. Able to say I like, I don't like, I love and I hate. Je mange (I eat) Je bois (I drink)</p> <p>Understand to say I would like, thank you, how much? (Link to euros) Good and bad for health.</p>	<p>Sport – Qu'est-ce que tu fais le + day?</p> <p>Que lest ton sport préféré?</p> <p>Jouer au + sport/ faire du/de la + sport</p> <p>Present tense je joue and je fais</p> <p>Reinforce Days of the week</p> <p>Musical instruments, revise I like/ dislike vocabulary</p> <p>Birthdays – to revise months</p> <p>Holidays – Beach vocabulary. Je voudrais (revision) + ice cream flavours. Use of à la/ au + flavours</p> <p>Agreement and position of adjectives</p>
5 and 6	<p>Revise Meeting and greeting</p> <p>Where I live.</p> <p>Revise Moi and link to</p> <p>Parts of the Body – describing what you and other people look like including facial features.</p> <p>Christmas in France</p> <p>Numbers – 100</p> <p>Revise French Alphabet</p>	<p>Weather- understand and deliver a weather forecast.</p> <p>Calendar of weather to revise months</p> <p>Develop knowledge of the geography of France.</p> <p>Clothes – link to the weather, what you would wear in different conditions</p> <p>Reinforce un/ une/des – indefinite article. Reinforce that the gender can affect the endings of the adjectives.</p> <p>Verbs avoir/ être/porter – je, tu and il/elle</p> <p>Food – revise fruit and vegetables, le petit déjeuner (breakfast) in France, learn to order a range of food and drink.</p> <p>Introduce to I have eaten – perfect tense J'ai mange/ j'ai bu.</p> <p>Learn to express opinions about food – c'est délicieux/ c'est dégoûtant.</p> <p>Ask people if they like ... Tu aimes.</p> <p>Sucré, sale, gras – sugary, salty, fatty with qualifying opinions parce que c'est</p>	<p>Sport – revise sports and introduce other hobbies, eg watching tv, reading etc.</p> <p>Qu'est ce que tu vas faire?</p> <p>Introduction to future tense – je vais +infinitive eg. je vais faire de la natation</p> <p>Holidays – revise beach vocab and activities, able to order and pay for ice creams. European countries and capital cities.</p> <p>Ici on parle (the language they speak) Je suis + nationality.</p> <p>Où vas tu? Where dwill you go? Future tense: Je vais en/au/aux, je vais à + city, je vais voir/manger</p> <p>Birthdays – to revise months</p>

All topics will involve speaking, listening, reading and writing activities appropriate to the year group and abilities of each child.

MODERN FOREIGN LANGUAGES – FRENCH (2)			
Year	AUTUMN	SPRING	SUMMER
3 and 4	<p>Meeting and Greeting Moi (Revision) Numbers 1 – 20 Alphabet Christmas – symbolism and vocabulary Revise colours and adjective placement Seasons- mention festivals and Christmas</p>	<p>Animals a variety of jungle animals. Link some words to English, but sound different. As-tu un animal? J’ai/ je n’ai pas de ...including pets Qui s’appelle (who is called..) Qu’est-ce que c’est? C’est... Je suis un /une Petit/grand – adjectives – understanding gender and agreement</p>	<p>REVISE Holidays – Beach vocabulary. Je voudrais (revision) + ice cream flavours. Use of à la/ au + flavours Agreement and position of adjectives French culture – learn about school in France, living in France, French celebrities</p>
5 and 6	<p>Meeting and Greeting Moi in more detail (Revision) Numbers – 100 Alphabet Les cadeaux Christmas – revise family. Je voudrais + indefinite articles – un/une/des. (asking for presents) C’est trop cher/ moins cher/ joli. Express opinions – je pense que c’est... Future tense : je vais acheter</p>	<p>Animals to include Zoo animals Describing animals and he was – il était + adjectives. Use intensifiers très, trop and connectives mais Learn to use time à dix heures. Introduction to perfect tense: J’ai vu (I saw)/ je suis allé(e) I went – recount a visit Habitats</p>	<p>REVISE Holidays – revise beach vocab and activities, able to order and pay for ice creams. European countries and capital cities. Ici on parle (the language they speak) Je suis + nationality. Où vas tu? Where dwill you go? Future tense: Je vais en/au/aux, je vais à + city, je vais voir/manger Birthdays – to revise months French culture - learn about school in France, living in France, French celebrities</p>

All topics will involve speaking, listening, reading and writing activities appropriate to the year group and abilities of each child.

French- Subject Content

Key stage 2: Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

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.