

SCOTT WILKIE PRIMARY SCHOOL – FRENCH 2023-24

YEAR 3			
Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills			
Skill and Progression Statement		Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> Recognise a familiar question and respond with a simple rehearsed response. Develop accuracy in pronunciation by listening to and repeating words and phrases. Identify and use strategies for memorising new vocabulary. 		<ul style="list-style-type: none"> I can greet someone and say my name and how I am I can ask for food and drinks at breakfast. I can count to 12 I can name members of my immediate family and introduce them I recognise plural nouns
Writing	<ul style="list-style-type: none"> Can read and show understanding of familiar single words and choose the correct word to match a picture. Can copy simple vocabulary. Some children can write single words from memory, with plausible spelling. 		
Appreciation	<ul style="list-style-type: none"> Appreciate that French people greet each other using Sir/Madam, and routinely ask others how they are Appreciate how Christmas/La Chandeleur/Easter are celebrated in France Develop an appreciate of different food eaten in France Appreciate and join in with traditional French songs and rhymes 		
Learning Objectives, Key Vocabulary and Links for the year broken into half-terms			
onTerm	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1: Greetings, colours, numbers to 10, classroom instructions French breakfast	<p>To greet someone and say my name and whether I'm a boy or girl</p> <p>To ask politely for items of food and drink for breakfast in France.</p> <p>Colours of French flag</p> <p>To follow simple classroom instructions (listen/look/stand/sit)</p>	<p>Bonjour Monsieur/Madame/Mademoiselle, comment ça va? – Hello Sir/Madam/Miss, how are you?</p> <p>Je m'appelle – I'm called ...</p> <p>Je suis un garçon/une fille – I'm a boy/girl</p> <p>Je voudrais – I would like</p> <p>Un croissant – a croissant</p> <p>Un pain au chocolat – chocolate filled pastry</p> <p>Une baguette - French bread</p> <p>Le beurre – the butter</p> <p>Le miel – the honey</p> <p>Voilà – there you are</p> <p>Merci – thank you</p>	

		Le Tricolore: bleu / blanc / rouge – blue, white, red	
	Assessment Question: Can I order a French/continental breakfast?		
Autumn 2: Myself and my family	Can I introduce my immediate family?	J'ai – I have Je suis – I am un père – father une mère – mother une soeur – sister un frère – brother	
	Assessment Question: Can I say my age and name members of my immediate family?		
Spring 1: Parts of the body	Can I respond to the question “How old are you?” To name parts of my body. To use parts of the body and numbers up to 10 to describe a monster To join in with the actions and words of a traditional French song (Alouette)	Quel âge as-tu? How old are you? J'ai sept ans – I am 7 years old J'ai huit ans – I am 8 years old La tête – the head Les bras – the arms Les mains – hands Les jambes – legs Les pieds – feet Numbers 1-10 J'ai trois têtes – I have 3 heads	
	Assessment Question: Can I name parts of the body, and form a plural by adding “s” to a noun		
Spring 2: Clothes	To name 4-6 items of winter clothing in French To use colour adjectives To join in with words and actions of French song “oh là là, il fait froid”	Je mets – I put on Je porte – I wear Il fait froid – it's cold Un bonnet – a hat Un manteau – a coat Un pullover – a jumper Un pantalon - trousers Une écharpe – a scarf Les gants - gloves	
	Assessment Question: To say what I wear in winter		
Summer 1: Pets	To name 4 – 6 pets in French. To use colour adjectives say if I have or don't have a pet. To use adjectives to say what colour/size the animals are.	J'ai – I have Je n'ai pas – I don't have Qu'est-ce que c'est? – What is it? C'est - It is Un chat – a cat	

		Un lapin – a rabbit Un poisson – a fish Un chien – a dog Un hamster – a hamster Une souris - a mouse Grand – big Petit – small Noir, blanc, marron, gris, orange – black, white, brown, grey, orange	
	Assessment Question: Can I say if I have a pet and describe it?		
Summer 2: Fruits	Can I name 4-6 different fruits? Can I say what colour they are? Can I recognise numbers to 20? Can I answer questions to say which fruit I like or don't like?	Je voudrais - I would like C'est combien ? – How much is it ? Une fraise = a strawberry Une banane = a banana Une pomme = apple Une orange = an orange Une poire – a pear Est-ce que tu aimes...? Do you like..? J'aime / je n'aime pas – I like/don't like	
	Assessment Question: Can I say which fruit I like or don't like?		

YEAR 4

Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills

Skill and Progression Statement	Links to National Curriculum	Automaticity
Speaking and Listening <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and giving a verbal response. • Produce short prepared phrases on a familiar topic with secure pronunciation eg describing the weather • Ask and answer several simple and familiar questions with a rehearsed response 		<ul style="list-style-type: none"> • I can name some transports and say how I go to school. • I can say the date. • I can ask someone when their birthday is and say my birthday • I can name parts of the body and describe myself. • I can say what hurts • I can name some shops around town and ask for items of food. • I can count to 40.
Writing <ul style="list-style-type: none"> • Can write simple words and familiar short phrases using vocabulary and sentence models that they have first practised orally • Children use understandable spelling. 		
Appreciation <ul style="list-style-type: none"> • Appreciation of local shops in a French town and how many French people shop locally in markets • Appreciation of how La Chandeleur, Christmas, Epiphany, Easter are celebrated in France 		

Learning Objectives, Key Vocabulary and Links for the year broken into half-terms

Term	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1 Transport and days of the week	Can I say where I live? Can I say how I travel to school? Can I say the days of the week? Can I join in with the words and actions of a song about how I get to school? Can I form a simple question by inverting the subject and verb of a sentence (do you have...)?	J'habite à Londres – I live in London Je vais à l'école - I go to school en bus - by bus en métro – by tube à pied - on foot à vélo - by bike en voiture – by car Combien – how many? Il y a –there is/there are Tu as – you have As-tu? - Do you have?	

		lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche – days of the week	
	Assessment Question: Can I say how I travel to school on different days of the week and say if I have a bike or not?		
Autumn 2 Calendar and months of the year	Can I say the date? Can I say when my birthday is? Do I know numbers to 31?	Days of the week C'est quand ton anniversaire? When is your birthday? Mon anniversaire est en ... My birthday is in.. Janvier, février, mars, avril, mai, juin, juillet, août, Septembre, octobre, novembre, décembre (months of the year) Numbers to 31	
	Assessment Question: Can I say when my birthday is, and describe the weather?		
Spring 1 Physical appearance	Can I name parts of the body and describe my physical appearance?	J'ai les cheveux longs – I have long hair J'ai les cheveux courts – I have short hair J'ai les cheveux blonds/bruns/roux/noirs – I have blond/brown/red/black hair J'ai les yeux verts/marron/bleus – I have green/brown/blue eyes	<ul style="list-style-type: none"> Review and build on body vocabulary introduced in Year 3, and add adjectives to describe eye colour, and hair colour and length
	Assessment Question: Can I name parts of my body and describe my hair and eyes?		
Spring 2 At the doctor's	Can I describe a pain or injury to a doctor?	J'ai mal au pied – My foot hurts J'ai mal au bras – my arm hurts Je suis malade – I am sick	<ul style="list-style-type: none"> Build on body vocabulary introduced in year 3
	Assessment criteria: Can I say what's wrong or what hurts?		
Summer 1 Where I live and my Home	I can say whether I live in the town/countryside/by the sea I can name several rooms in my house I can say which room members of my family are in	J'habite en ville – I live in town J'habite à la campagne - I live in the country La maison – the house L'appartement – flat La cuisine – kitchen La chambre – bedroom La salle de bains – bathroom Où est...? Where is? Dans In	Build on family vocabulary introduced in year 3

		Ma mère est dans la cuisine – My mother is in the kitchen	
	Assessment Question: Can I name rooms of my house and say who is in which room?		
Summer 2 Buying food for a picnic	I can choose and ask for food for my picnic at several different shops around the town, Using numbers up to 40	<p>Vous désirez? What would you like? Pour mon pique-nique – for my picnic Je voudrais – I would like J'achète – I buy Une baguette - a French loaf Le beurre – butter Le saucisson – French sausage Le fromage – cheese Le pâté - paté Des fraises – strawberries Des cerises – cherries Une glace à la fraise – a strawberry ice cream Une glace au chocolat – a chocolate ice cream C'est combien? - How much is it?</p>	<ul style="list-style-type: none"> Revise and build on food and fruit vocabulary covered in Year 3
	Assessment Question: Can I choose and buy food and drink for my picnic?		

YEAR 5 and YEAR 6

Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills

Skill and Progression Statement	Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> • Begin to show understanding of more complex sentences in authentic conversation, picking out specific vocabulary • Children can ask and answer familiar questions on the current topic. • Can produce some short phrases independently (with written support) within a familiar topic, with good pronunciation. • Children can recognise spelling patterns and accurately pronounce some unfamiliar words. 	<ul style="list-style-type: none"> • I can say which sports and activities I do • I can order food in a restaurant. • I can express my likes and dislikes in music, sports and food
Writing	<ul style="list-style-type: none"> • Can write words, phrases and short simple sentences from memory with understandable spelling and accuracy. • Can write compound sentences using conjunctions (because, but, and) 	<ul style="list-style-type: none"> • I can name parts of the body, describe someone's appearance, and say how I feel (ailments and injuries)
Appreciation	<ul style="list-style-type: none"> • An appreciation of important French sporting events such as Le Tour de France • An appreciation of French food and what might be eaten at each meal in France • Recognising the importance of certain famous landmarks in Paris 	<ul style="list-style-type: none"> • I can count to 60. • I can recognise some landmarks in Paris.

Learning Objectives, Key Vocabulary and Links for the year broken into half-terms

Term	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1 Sports and hobbies	I can say which sports and hobbies I do or don't do. I can say which activities I like or don't like.	Je joue au – I play Je ne joue pas – I don't play Je fais de – I do Je ne fais pas - I don't do Le foot/le rugby/le tennis/la natation/la danse/l'équitation/le patinage Football, rugby, tennis, swimming, dancing, riding, skating J'aime / je n'aime pas / j'adore / je déteste / je préfère – I like, don't like, love, hate, prefer	
Assessment Question: I can express my likes and dislikes in sport and say which sports I do or don't do			

Autumn 2 Seasons and what I wear	I can name the 4 seasons I can describe the weather in each season I can say what I wear in each season	Le printemps/l'été/l'automne/l'hiver/ – Spring, Summer, Autumn, Winter Je porte / je ne porte pas - I wear, I don't wear	<ul style="list-style-type: none"> • Science – link to seasonal changes and weather • Build on knowledge describing the weather from Year 4
Assessment Question: Can I name the 4 seasons and say what I'm wearing?			
Spring 1 Music and Instruments	I can say if I play or don't play an instrument. I can say if a member of my family plays an instrument.	Je joue / je ne joue pas – I play/don't play Je joue de la guitare/de la flute/du piano/du saxophone/de la batterie – I play the guitar, flute, piano, sax, drums Je ne joue pas – I don't play Ma mère/mon père/ma soeur/mon frère joue... My mum, dad, brother, sister plays...	<ul style="list-style-type: none"> • Build on family vocabulary introduced in year 3 and year 4.
Assessment Question: Can I take part in a prepared interview asking whether someone plays an instrument and about their music preferences			
Spring 2 Meals and what I eat or don't eat	I can name the different meals of the day. I can say what I eat or don't eat at each meal. I know what might be eaten at each meal in France. I can ask politely for a drink.	Le petit-déjeuner – breakfast Le déjeuner – lunch Le goûter – tea/snack Le dîner – dinner Je mange / je ne mange pas – I eat/don't eat Les français mangent – French people eat... Je voudrais – I would like Un jus d'orange – an orange juice Un chocolat chaud – a hot chocolate	<ul style="list-style-type: none"> • Healthy eating • Build on food vocabulary introduced in Year 3 and Year 4.
Assessment Question: Can I name the different meals of the day and name items of food that might be eaten at each meal?			
Summer 1 Trip to the beach	I can say how I get to the beach I can say what I take to the beach. I can say what I do at the beach. I can talk about "Le 14 Juillet"	Je vais à la plage à vélo – I'm going to the beach by bike J'ai une serviette/un maillot de bains/la crème solaire – I have a towel, costume, sun cream Je nage dans la mer – I swim in the sea Je mange une glace – I eat an ice cream Jour de la Bastille – Bastille day La Révolution Française – the French Revolution	<ul style="list-style-type: none"> • Consolidate transport vocabulary • Build on clothes/holiday vocabulary introduced in autumn 2 Year 5/6

	Assessment Question: Can I say and write what I would take to the beach?		
Summer 2 Paris landmarks and directions in town	<p>I can name important features of a French town.</p> <ul style="list-style-type: none"> I can recognise famous landmarks and monuments around Paris. 	<p>La Tour Eiffel – the Eiffel Tower Le Champs-Élysées/L’Arc du Triomphe Le Louvre Nôtre Dame Le Sacré Coeur La Seine – the River Seine Le marché – the market Le Centre-Ville – the Town Centre L’Office du Tourisme – the Tourist Office Où est ..? Where is..?</p> <ul style="list-style-type: none"> À gauche / À droite – on the left/on the right 	<ul style="list-style-type: none"> Review and build on house/home vocabulary covered in Year 4
	Assessment Question: Can I recognise famous landmarks in Paris and read signs around a French town?		

TOPICS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH Y3	French breakfast food and drink	My family	Naming Parts of the body	Clothes	Pets	Fruit
FRENCH Y4	Transport, days of the week	Weather, months of the year	Parts of the body and describing my physical appearance	At the doctor’s	Where I live, my home	Buying food and drink for a picnic
FRENCH Y5 and Y6	Sports and hobbies Likes and dislikes	The 4 seasons, weather, months and saying what clothes I wear at different times of the year	Music styles and instruments, expressing preferences	Meals and what I do or don’t eat and drink Forming a negative phrase	A trip to the beach What I take and what I do	Landmarks of Paris and asking for directions