



# French

## Linguistic (R, W, S, L), Grammatical, Cultural Awareness

### Autumn

Year 3 (Stage 1)	Year 4 (Stage 2)	Year 5 (Stage 3)	Year 6 (Stage 4)
<p><b><u>Moi (All About Me)</u></b></p> <ul style="list-style-type: none"> <li>To know simple greetings in French:           <ul style="list-style-type: none"> <li>Bonjour!</li> <li>Salut!</li> <li>Au revoir</li> <li>Monsieur/Madame</li> </ul> </li> <li>To ask simple questions in French:           <ul style="list-style-type: none"> <li>Ça va?</li> <li>Et toi?</li> <li>Comment tu t'appelles?</li> <li>Quel âge as-tu?</li> </ul> </li> <li>To answer simple questions in French:           <ul style="list-style-type: none"> <li>Ça va bien/mal</li> <li>Oui/non</li> <li>Je m'appelle...</li> <li>J'ai...ans</li> </ul> </li> <li>To name members of the family in French:           <ul style="list-style-type: none"> <li>père (father)</li> <li>mère (mother)</li> <li>frère (brother)</li> <li>sœur (sister)</li> </ul> </li> <li>To know the numbers from 1 to 10 in French:           <ul style="list-style-type: none"> <li>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</li> </ul> </li> <li>To recognise some sounds that are special to French:           <ul style="list-style-type: none"> <li>j, ere, u</li> </ul> </li> </ul>	<p><b><u>On y va! (All aboard!)</u></b></p> <ul style="list-style-type: none"> <li>To ask and answer simple questions in French:           <ul style="list-style-type: none"> <li>Où vas-tu?</li> <li>Je vais...</li> </ul> </li> <li>To name places where French is spoken and find them on a map:           <ul style="list-style-type: none"> <li>La France (France)</li> <li>La Suisse (Switzerland)</li> <li>La Belgique (Belgium)</li> <li>La Luxembourg (Luxembourg)</li> <li>La Sénégal (Senegal)</li> <li>Le Canada (Canada)</li> <li>Tahiti (Tahiti)</li> </ul> </li> <li>To know weather words in French:           <ul style="list-style-type: none"> <li>Il fait beau (It's fine)</li> <li>Il fait du soleil (It's sunny)</li> <li>Il fait du vent (It's windy)</li> <li>Il pleut (It's raining)</li> <li>Il fait chaud (it's hot)</li> <li>Il fait froid (It's cold)</li> <li>Il fait mauvais (It's bad)</li> </ul> </li> <li>To know transport words in French:           <ul style="list-style-type: none"> <li>à pied (on foot)</li> <li>en voiture (by Car)</li> <li>en vélo (by bicycle)</li> <li>en bus (by bus)</li> <li>en train (by train)</li> <li>en avion (by plane)</li> <li>en bateau (by boat)</li> <li>en skate (by skateboard)</li> </ul> </li> <li>To know the days of the week in French:           <ul style="list-style-type: none"> <li>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</li> </ul> </li> </ul>	<p><b><u>Bon appétit, bonne santé! (Healthy Eating)</u></b></p> <ul style="list-style-type: none"> <li>To know food words in French:           <ul style="list-style-type: none"> <li>un sandwich (sandwich)</li> <li>jambon (ham)</li> <li>un gâteau (a cake)</li> <li>une banane (a banana)</li> <li>une orange (an orange)</li> <li>du fromage (some cheese)</li> <li>thon (tuna)</li> <li>poulet (chicken)</li> <li>d l'eau (some water)</li> <li>des chips (some crisps)</li> <li>des champignons (some mushrooms)</li> <li>une glace (an ice cream)</li> <li>vanille (vanilla)</li> <li>fraise (strawberry)</li> <li>une pizza (a pizza)</li> </ul> </li> <li>To talk about whether food is healthy or not in French:           <ul style="list-style-type: none"> <li>Il est bon pour la santé (it is good for your health)</li> <li>Il est mauvaise pour la santé (it is bad for your health)</li> <li>Elles sont bonnes/mauvaises (they are good/bad)</li> </ul> </li> <li>To use a variety of conjunctions:           <ul style="list-style-type: none"> <li>et (and)</li> <li>aussi (also)</li> <li>mais (but)</li> </ul> </li> <li>To use simple phrases to order food in French:           <ul style="list-style-type: none"> <li>Je voudrais... (I would like..)</li> <li>s'il vous plaît (please)</li> </ul> </li> </ul>	<p><b><u>Notre école (Our school)</u></b></p> <ul style="list-style-type: none"> <li>To compare French and English schools.</li> <li>To know words for places around school:           <ul style="list-style-type: none"> <li>la salle de classe (classroom)</li> <li>l'entrée principale (main entrance)</li> <li>la cour (playground)</li> <li>le terrain de sport (sports field)</li> <li>la grande salle (hall)</li> <li>la bibliothèque (library)</li> <li>la cuisine (kitchen)</li> <li>le bureau (office)</li> <li>le parking (Car park)</li> <li>la salle des profs (staffroom)</li> <li>la maternelle (infant school)</li> </ul> </li> <li>To understand and use:           <ul style="list-style-type: none"> <li>voici (here it is)</li> <li>voilà (there it is)</li> <li>ici (here)</li> <li>là (there)</li> </ul> </li> <li>To conjugate some 'er' verbs in the present tense:           <ul style="list-style-type: none"> <li>entrer (to enter)</li> <li>courir (to run)</li> <li>jouer (to play)</li> <li>travailler (to work)</li> <li>chercher (to look for)</li> <li>manger (to eat)</li> <li>chanter (to sing)</li> <li>danser (to dance)</li> </ul> </li> <li>To tell the time using minutes past and to the hour in French:           <ul style="list-style-type: none"> <li>Quelle heure est-il?</li> <li>Il est...</li> <li>heure (o'clock)</li> </ul> </li> </ul>

## Skills

### Moi (All About Me)

- Listen to and show understanding of single words through a physical response.
- Listen to and identify rhyming words and particular sounds in songs and rhymes.
- Recognise a familiar question and respond with a simple rehearsed response.
- Name objects and actions in a rehearsed statement.
- Join in with actions to accompany songs, stories and rhymes, and say some of the words.
- Read and show understanding of familiar simple words.

Write and say familiar words to describe people, places, things and actions using a model.

- To join sentences with the conjunctions 'et' and 'mais'.
- To recognise that some final letters in French are silent (e.g. t, d)

## Skills

### On y va! (All aboard!)

- Listen to and show understanding of short phrases through a physical response.
- Listen to and understand words in songs and rhymes.
- Ask a few simple and/or familiar questions and respond with a rehearsed response.
- Use familiar vocabulary to say simple sentences with the aid of a language scaffold.
- Join in with words of songs, stories and rhymes, sometimes from memory.
- Read and show understanding of familiar phrases and short sentences.
- Use a bilingual dictionary to find the meaning or translation of a word.
- Write and say simple phrases to describe people, places, things and actions using a language scaffold.
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form.
- Express and discuss opinions.

- merci (thank you)
- désolé (sorry)

## Skills

### Bon appétit, bonne santé! (Healthy Eating)

- Listen to and show understanding of longer/more complex familiar phrases and sentences.
  - Follow the text and read aloud using knowledge of letter strings and observing silent letters.
  - Read and show understanding of a complex sentence using familiar language.
  - Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
  - Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
  - Write some familiar phrases from memory with understandable accuracy.
  - Apply rules of agreement of adjectives in singular and plural with some accuracy.
- Produce positive and negative sentences using several high frequency verbs and pronouns.

- demie (half past)
- quart (quarter)
- moins le quart (quarter to)
- et quart (quarter past)

- To know the words for school subjects in French :
  - le français (French)
  - l'anglais (English)
  - les maths (maths)
  - les sciences (science)
  - le géographie (geography)
  - l'histoire (history)
  - le dessin (art)
  - le sport (PE)
- To use adjectives and nouns to describe people:
  - châtain (brown hair)
  - raide (straight)
  - chauve (bald)
  - bouclé (curly)
  - blonds (blonde)
  - longs (long)
  - courts (short)
  - une barbe (a beard)
  - des lunettes (glasses)
  - des chaussures (shoes)

## Skills

### Notre école (Our school)

- Follow a text including familiar language and identify the meaning of some words.
- Follow the text and read aloud using knowledge of letter strings and observing silent letters.
- Read and show understanding of a complex sentence using familiar language.
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
- Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.

### Jeux et chansons (Games and Songs)

- To know the numbers from 1 to 20 in French :
  - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
  - onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt
- To ask and answer the question :
  - Combien de...?
  - Il y a...
  - J'ai...
- To know some games and activities in French:
  - La marelle (hopscotch)
  - Jacques a dit (Simon Says)
  - Cache-Cache (hide and seek)
  - Chat Perché (Tag)
  - Le saut à la corde (Skipping)
  - Les marrons (Conkers)
  - Le football (Football)
  - Le scoubidou (Lace Crafting)
- To know the animals in French :
  - le chat (cat)
  - le chien (dog)
  - la souris (mouse)
- To talk about and ask preferences in French :
  - Je préfère
  - Et toi?
- To learn a song in French:
  - Le fermier dans son pré (The farmers in his den)
- To recognise and correctly say the 'a' sound in French words

**Concepts:** Linguistic (R, W, S, L), Cultural Awareness

### L'argent de poche (Pocket Money)

- To know the numbers from 1-30 in French:
  - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
  - onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt
  - vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente
- To ask and answer simple questions in French:
  - C'est combien?
  - C'est...euros
- To use the correct indefinite determiner un/une according to the gender of the noun.
- To know some objects in French:
  - un CD (a CD)
  - un ballon (a ball)
  - une console (a games console)
  - une peluche (a cuddly toy)
  - une poupée (a doll)
- To use an adjective in French to describe an object:
  - super
  - magnifique
  - fantastique
  - génial!
  - hyper-cool
  - nul
- To use j'ai and je n'ai pas in sentences.
- To express likes and dislikes in French:
  - J'adore...
  - Je déteste...
  - Miam! (Yum!)
  - Berk! (Yuck!)

### Je suis le musicien (I am the music man)

- To know types of music in French:
  - le jazz (jazz)
  - le reggae (reggae)
  - la musique pop (pop)
  - la musique classique (classical)
  - le metal (heavy metal)
  - le hip-hop (hip hop)
  - le rock (rock)
  - la musique folk (folk)
  - la techno (techno)
- To know instruments in French:
  - le piano (piano)
  - le saxophone (saxophone)
  - le violon (violin)
  - la guitare (guitar)
  - la clarinette (clarinet)
  - la batterie (drums)
  - la flûte (flute)
  - le hautbois (oboe)
  - le basson (bassoon)
  - la trompette (trumpet)
  - le violoncelle (cello)
  - le xylophone (xylophone)
- To ask and answer questions in French:
  - Tu joues...?
  - Je joue du...
  - Je ne joue pas de...
  - Il/elle joue...
  - C'est quel instrument ?
- To give opinions about music and musical instruments in French :
  - J'adore, J'aime, Je préfère, Je n'aime pas, Je déteste
  - C'est génial! (It's brilliant!)
  - C'est nul! (It's rubbish !)
  - C'est affreux ! (It's awful !)
  - C'est ennuyeux! (It's boring!)
- To write a short text about music.
- To know the difference between the 'u' and 'ou' sounds in French.
- To recognise when to use 'tu' and 'vous'
  - Tu aimes...? Tu joues...?

Produce positive and negative sentences using several high frequency verbs in a variety of persons.

### Notre monde (The world around us)

- To know French words for countries and continents:
  - l'Europe (Europe)
  - l'Afrique (Africa)
  - L'Amérique du Sud (South America)
  - L'Amérique du Nord (North America)
  - L'Asie (Asia)
  - L'Australasie (Australia)
  - L'Espagne (Spain)
  - Le Portugal (Portugal)
  - Le Sénégal (Senegal)
  - le Maroc (Morocco)
  - le Mali (Mali)
  - La Côte d'Ivoire (Ivory Coast)
  - La Guinée (Guinea)
  - La Tunisie (Tunisia)
  - Le Brésil (Brazil)
  - l'Inde (India)
  - L'Australie (Australia)
- To ask and answer questions about countries and continents :
  - Où est la France?
  - La France est en Europe.
- To understand and talk about where animals can be found :
  - une girafe (giraffe)
  - un tigre (tiger)
  - les serpents (snakes)
  - les lézards (lizards)
  - des lions (lions)
  - des kangourous (kangaroos)
  - des éléphants (elephants)
  - Il y a...? (Are there...?)
  - Il y a (there are)
  - Il n'y a pas (there are not)
- To know some geographical features in French:
  - des montagnes (mountains)
  - des vallées (valleys)
  - un volcan (volcano)

<p><b>Skills</b>  <b><u>Jeux et chansons (Games and Songs)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of single words through a physical response.</li> <li>• Listen to and identify rhyming words and particular sounds in songs and rhymes.</li> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Join in with actions to accompany songs, stories and rhymes, and say some of the words.</li> <li>• Read and show understanding of familiar simple words.</li> <li>• Recognise plurals.</li> <li>• Express a simple opinion.</li> </ul> <p>Explore French culture and life and compare it with their own experiences.</p>	<p><b>Skills</b>  <b><u>L'argent de poche (Pocket Money)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of short phrases through a physical response.</li> <li>• Listen to and understand words in songs and rhymes. <ul style="list-style-type: none"> <li>• Ask a few simple and/or familiar questions and respond with a rehearsed response.</li> </ul> </li> <li>• Use familiar vocabulary to say simple sentences with the aid of a language scaffold.</li> <li>• Join in with words of songs, stories and rhymes, sometimes from memory.</li> <li>• Read and show understanding of familiar phrases and short sentences.</li> <li>• Use bilingual dictionary to find the meaning or translation of a word.</li> <li>• Use the definite and indefinite article according to gender of the noun (singular) and in plural form.</li> <li>• Express and discuss opinions.</li> </ul>	<p>○ Vous aimez..? Vous jouez..?</p> <p><b>Skills</b>  <b><u>Je suis le musicien (I am the music man)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>• Follow the text and read aloud using knowledge of letter strings and observing silent letters.</li> <li>• Read and show understanding of a complex sentence using familiar language.</li> <li>• Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>• Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Produce positive and negative sentences using several high frequency verbs and pronouns.</li> <li>• Give reasoned opinions.</li> </ul> <p>Be aware of and know when to use 'tu' and 'vous'.</p>	<ul style="list-style-type: none"> <li>○ un glacier (glacier)</li> <li>○ un fleuve (river)</li> <li>○ la savane (the savannah)</li> </ul> <ul style="list-style-type: none"> <li>• To recognise the nasal 'an' sound in words and sentences.</li> <li>• To use the French verbs 'être' and 'aller' in several persons.</li> </ul> <p><b>Skills</b>  <b><u>Notre monde (The world around us)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>• Read and show understanding of a complex sentence using familiar language.</li> <li>• Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>• Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Produce positive and negative sentences using several high frequency verbs in a variety of persons.</li> </ul> <p>Give reasoned opinions.</p>
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# Spring

Year 3 (Stage 1)	Year 4 (Stage 2)	Year 5 (Stage 3)	Year 6 (Stage 4)
<p><b><u>On fait la fête (Celebrations)</u></b></p> <ul style="list-style-type: none"> <li>To ask simple questions in French :           <ul style="list-style-type: none"> <li>Qui...?</li> <li>C'est quand ton anniversaire?</li> <li>Je peux..?</li> </ul> </li> <li>To answer simple questions in French:           <ul style="list-style-type: none"> <li>Mon anniversaire est en...</li> </ul> </li> <li>To name the months of the year in French:           <ul style="list-style-type: none"> <li>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</li> </ul> </li> <li>To join sentences using the conjunction 'et'.</li> <li>To know hobbies in French:           <ul style="list-style-type: none"> <li>Je nage (I swim)</li> <li>Je danse (I dance)</li> <li>Je chante (I sing)</li> <li>Je lis (I read)</li> <li>Je saute (I jump)</li> <li>Je lance le ballon (I throw the ball)</li> <li>J'attrapé le ballon (I Catch the ball)</li> </ul> </li> <li>To know simple phrases in French:           <ul style="list-style-type: none"> <li>Bravo!</li> <li>Super!</li> <li>Chouette!</li> <li>Fantastique!</li> <li>Génial!</li> <li>Joyeux anniversaire!</li> </ul> </li> <li>To name and recognise some French festivals:           <ul style="list-style-type: none"> <li>La fête des rois (Ephiphany)</li> <li>La Chandeleur (PanÇake Day)</li> <li>Pâques (Easter)</li> <li>Poisson d'avril (April Fools Day)</li> <li>La fête des mères (Mother's Day)</li> <li>Le fête des pères (Father's Day)</li> </ul> </li> </ul>	<p><b><u>Raconte-moi une histoire! (Tell me a story !)</u></b></p> <ul style="list-style-type: none"> <li>To understand a familiar story in French.           <ul style="list-style-type: none"> <li>La Belle au Bois Dormant (Sleeping Beauty)</li> </ul> </li> <li>To use a dictionary to add to a 'qu' wordbank.</li> <li>To distinguish between the French sounds on and en/an.</li> <li>To learn a song in French:           <ul style="list-style-type: none"> <li>Sur le pont d'Avignon</li> </ul> </li> <li>To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande).</li> <li>To use adjectives to describe a character in a sentence, applying French grammar rules:           <ul style="list-style-type: none"> <li>Il/Elle est...</li> <li>grand(e)</li> <li>petit(e)</li> <li>charmant(e) (charming)</li> <li>mechant(e) (wicked)</li> </ul> </li> <li>To know numbers in 10s to 100 in French:           <ul style="list-style-type: none"> <li>quarante (40), cinquante (50), soixante (60), soixante-dix (70), quatre-vingts (80), quatre-vingt-dix (90), cent (100).</li> </ul> </li> <li>To know simple instructions in French:           <ul style="list-style-type: none"> <li>Régardez (Look)</li> <li>Répétez (Repeat)</li> <li>Écoutez (Listen)</li> <li>Levez-vous (Stand up)</li> <li>Asseyez-vous (Sit down)</li> <li>Levez la main (Put your hand up)</li> <li>Taisez-vous (Be quiet)</li> <li>Venez ici (Come here).</li> </ul> </li> </ul>	<p><b><u>En route pour l'école (On the way to school)</u></b></p> <ul style="list-style-type: none"> <li>To follow and give directions in French:           <ul style="list-style-type: none"> <li>Je passe devant (I pass in front of)</li> <li>Je traverse la rue (I cross the road)</li> <li>Je tourne (I turn)</li> <li>Je vais (I go)</li> <li>J'arrive (I arrive)</li> <li>a droite (to/on the right)</li> <li>a gauche (to/on the left)</li> <li>tout droit (straight ahead)</li> </ul> </li> <li>To recite and use the French alphabet.</li> <li>To know place names in French:           <ul style="list-style-type: none"> <li>le magasin (the shop)</li> <li>le café (the café)</li> <li>le musée (the museum)</li> <li>le bureau de poste (the post office)</li> <li>la rivière (the river)</li> <li>la gare (the railway station)</li> </ul> </li> <li>To ask simple questions in French:           <ul style="list-style-type: none"> <li>Où est..?</li> </ul> </li> <li>To know phrases to ask for help in French:           <ul style="list-style-type: none"> <li>Je ne comprends pas (I don't understand)</li> <li>Répétez, s'il vous plaît (Repeat, please)</li> </ul> </li> <li>To tell the time to the nearest half an hour in French:           <ul style="list-style-type: none"> <li>Il est une heure (It is 1 o'clock)</li> <li>Il est une heure et demie (It is half past 1)</li> </ul> </li> <li>To sequence instructions in French :           <ul style="list-style-type: none"> <li>finalemt (finally)</li> <li>cinq minutes plus tard (5 minutes later)</li> <li>le premier (the first)</li> </ul> </li> </ul>	<p><b><u>Le passé et le présent (Then and Now)</u></b></p> <ul style="list-style-type: none"> <li>To recall vocabulary from previous units: clothes, places in the town and directions.</li> <li>To know words for places in a town in French :           <ul style="list-style-type: none"> <li>un supermarché (supermarket)</li> <li>une boulangerie (bakers)</li> <li>une boucherie (butchers)</li> <li>une épicerie (grocers)</li> <li>une pâtisserie (cake shop)</li> </ul> </li> <li>To ask and give opinions about clothes and shopping:           <ul style="list-style-type: none"> <li>Tu préfères..? (Do you prefer..?)</li> <li>C'est... (It is...)</li> <li>Il y a... (There are...)</li> <li>plus (more)</li> <li>moins (less)</li> </ul> </li> <li>To compare the past and the present of a town in French:           <ul style="list-style-type: none"> <li>Il y a... (There is/ are...)</li> <li>Il y avait (There was/were...)</li> <li>Maintenant (now)</li> <li>Aujourd'hui (today)</li> <li>Avant (before)</li> </ul> </li> <li>To ask questions and describe clothing :           <ul style="list-style-type: none"> <li>Qu'est-ce que c'est? (What is it?)</li> <li>Qu'est-ce que tu portes? (What do you wear ?)</li> <li>C'est de quelle couleur (What colour is it ?)</li> <li>Il/Elle porte (He/She is wearing)</li> <li>un pull (jumper)</li> <li>un pantalon (trousers)</li> <li>un short (shorts)</li> <li>une chemise (shirt)</li> <li>une jupe (skirt)</li> <li>une culotte (a pair of pants)</li> <li>royures (stripes)</li> <li>boutons (buttons)</li> </ul> </li> </ul>

- La Fête Nationale (National France Day)
- Les grandes vacances (Summer holidays)
- La rentrée des classes (Return to school)
- Halloween (halloween)
- La Toussaint (All Saints' Day)
- Noël (Christmas)

### Skills

#### On fait la fête (Celebrations)

- Listen to and show understanding of single words through a physical response.
  - Recognise a familiar question and respond with a simple rehearsed response.
  - Name objects and actions in a rehearsed statement.
  - Use a simple connective to join phrases.
  - Join in with actions to accompany songs, stories and rhymes, and say some of the words.
  - Read and show understanding of familiar simple words.
  - Identify and use strategies for memorising new vocabulary.
  - Write and say familiar words to describe people, places, things and actions using a model.
  - Begin to recognise first, second and third person singular pronouns and forms of high frequency verbs.
  - Explore French culture and life and compare it with their own experiences.
- Skills

### Skills

#### Raconte-moi une histoire! (Tell me a story !)

- Listen to and show understanding of short phrases through a physical response.
- Use one more more connectives to join phrases.
- Join in with words of songs, stories and rhymes, sometimes from memory.
- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.
- Read and show understanding of familiar phrases and short sentences.
- Use a bilingual dictionary to find the meaning or translation of a word.
- Write and say simple phrases to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.
- Express and discuss opinions.
- Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns.

- le deuxième (the second)
- le troisième (the third)
- après ça (after that)
- ensuite (then)
- puis (then)

- To pronounce the 'r' sound correctly in French.

### Skills

#### En route pour l'école (On the way to school)

- Listen to and show understanding of longer/more complex familiar phrases and sentences.
- Follow the text and read aloud using knowledge of letter strings and observing silent letters.
- Read and show understanding of a complex sentence using familiar language.
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
- Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.
- Produce positive and negative sentences using several high frequency verbs and pronouns.
- Be aware of and know when to use 'tu' and 'vous'.

- To use the French verb 'porter' to talk about others' clothing:
  - je porte, tu portes, il/elle porte, nous portons, vous portez, ils/elles portent

### Skills

#### Le passé et le présent (Then and Now)

- Listen to and show understanding of longer/more complex familiar phrases and sentences.
- Follow a text including familiar language and identify the meaning of some words.
- Follow the text and read aloud using knowledge of letter strings and observing silent letters.
- Read and show understanding of a complex sentence using familiar language.
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
- Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.
- Apply rules of agreement of adjectives in singular and plural with some accuracy.
- Produce positive and negative sentences using several high frequency verbs in a variety of persons.
- Be aware of and know when to use 'tu' and 'vous'.

### **Portraits (Portraits)**

- To know the colours in French: o orange (orange)
- To know the parts of the body in French:
- To know that nouns in French are split into two groups: masculine and feminine
- To use adjectives to describe nouns: les couleurs, petit(e) (small), grand(e) (big)
- To describe using the first person J'ai, Je suis..)
- To describe using the third person Il/Elle a, Il/Elle est
- To recognise and correctly say the 'eu' sound in French words.
- To recognise and name some famous French artists: o Van Gogh, Picasso

### **Portraits (Portraits)**

- Listen to and show understanding of single words through a physical response.
- Listen to and identify rhyming words and particular sounds in songs and rhymes.
- Name objects and actions in a rehearsed statement.
- Use a simple connective to join phrases.
- Join in with actions to accompany songs, stories and rhymes, and say some of the words.
- Read and show understanding of familiar simple words.
- Identify and use strategies for memorising new vocabulary.
- Write and say familiar words to describe people, places, things and actions using a model.
- Write some familiar wrds from memory with understandable accuracy.
- Begin to recognise first, second and third person singular pronouns and forms of high frequency verbs.
- Identify parts of speech including a noun, adjective, pronoun and conjunction

### **Vive le sport! (Our sporting lives)**

- To know some sports in French:
  - o tennis (tennis)
  - o basket (basketball)
  - o cricket (cricket)
  - o du vélo (cycling)
  - o du skate (skateboarding)
  - o la danse (dancing)
  - o la natation (swimming)
- To ask and answer simple questions in French:
  - o Qu'est-ce que tu fais?
  - o Je joue au...
  - o Je fais de...
- To know some contractions in French: o 'a le' to 'au'
  - o 'de le' to 'du'
- To know some verbs in French: o manger (to eat) o boire (to drink)
- To know the name of food and drinks in French:
  - o jus d'orange (orange juice) o le coca (coÇa-cola)
  - o le yaourt (yoghurt)
  - o le poisson (fish)
  - o une pomme (apple)
  - o les carottes (Çarrots)
  - o le chocolat (chocolate)
  - o Les pommes frites (chips) o les bonbons (sweets)
- To write a sentence about things that are good or bad for health in French:
  - o Oui, c'est bon pour la santé
  - o Non, c'est mauvais pour la santé
- To recognise and pronounce words containing the 'on' sound.

### **Scène de plage (At the beach)**

- To know words associated with the beach in French:
  - o le sable (the sand)
  - o le ciel (the sky)
  - o la plage (the beach)
  - o une falaise (a cliff)
  - o une grotte (a Çave)
  - o la mer (the sea)
  - o le bateau (a boat)
  - o les coquillages (shells)
  - o des rochers (rocks)
- To describe a beach scène using a variety of verbs:
  - o il regarde (it is watching)
  - o il glisse (it is gliding)
  - o il dort (it is sleeping)
  - o il brosse (it is brushing)
  - o il parle (it is talking)
  - o il joue (it is playing)
  - o il marche (it is walking)
- To form verbs in the third person singular and plural:
  - o il/elle parle
  - o ils/elles parlent
- To use adjectives to describe nouns, using appropriate agreements and position:
  - o C'est...
  - o Ce n'est pas...
- To distinguish between 'j' and 'g' sounds in French

### **Ici et là (Out and About)**

- To name some fairground rides in French:
  - o le grand huit (rollercoaster) o le carrousel (merry-go-round)
  - o le train fantôme (ghost train)
  - o la grande roue (the big wheel)
- To ask for, give and explain opinions about fair ground rides in French.
  - o Ce que je préfère, c'est.. (What I prefer is...)
  - o Qui aime.. ? (Who likes..?) o Pourquoi? (Why?)
  - o Parce que... (BeÇause..)
  - o Qu'est-ce que tu aimes/détestes? (What do you like/hate ?)
- To use adjectives and qualifiers to describe fairground rides in French:
  - o terrifiant (terrifying)
  - o amusant (fun) o intéressant (interesting)
  - o ennuyeux (boring)
  - o dangereux (dangerous)
  - o rapide (fast)
  - o assez (quite)
  - o très (very)
  - o vraiment (really) o trop (too)
- To understand and use larger numbers to 100.
- To ask and answer questions about activities:
  - o Ça fait combien? (How much is it?)
  - o Tu veux jouer au...? (Do you want to play..?)
  - o Oui, je veux jouer... (Yes, I want to play..)
  - o Non, je ne veux pas jouer... (No, I don't want to play...) o les films (films) o le rugby (rugby)
  - o le ping-pong (table tennis)
  - o le netball (netball)
- To identify and pronounce letter strings that sound the same but are written differently.
  - o train/vingt
  - o roue/beaucoup

## **Skills**

### **Portraits (Portraits)**

- Listen to and show understanding of single words through a physical response.
- Listen to and identify rhyming words and particular sounds in songs and rhymes.
- Name objects and actions in a rehearsed statement.
  - Use a simple connective to join phrases.
- Join in with actions to accompany songs, stories and rhymes, and say some of the words.
- Read and show understanding of familiar simple words.
- Identify and use strategies for memorising new vocabulary.
  - Write and say familiar words to describe people, places, things and actions using a model.
- Write some familiar words from memory with understandable accuracy.
- Begin to recognise first, second and third person singular pronouns and forms of high frequency verbs.
- Identify parts of speech including a noun, adjective, pronoun and conjunction.

## **Skills**

### **Vive le sport! (Our sporting lives)**

- Listen to and show understanding of short phrases through a physical response.
- Ask a few simple and/or familiar questions and respond with a rehearsed response.
- Use familiar vocabulary to say simple sentences with the aid of a language scaffold.
- Use one or more connectives to join phrases.
  - Join in with words of songs, stories and rhymes, sometimes from memory.
- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.
- Read and show understanding of familiar phrases and short sentences.
  - Write some familiar phrases from memory with understandable accuracy.
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form.
  - Recognise and use first, second and third person singular forms of high frequency verbs.
- Express and discuss opinions. *Scène de plage (At the beach)*
- Listen to and show understanding of longer/more complex familiar phrases and sentences.
  - Follow the text of familiar rhymes/songs/stories and identify the meaning of some words.
- Follow the text and read aloud using knowledge of letter strings and observing silent letters.
  - Read and show understanding of a complex sentence using familiar language.
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.

## **Skills**

### **Scène de plage (At the beach)**

- Listen to and show understanding of longer/more complex familiar phrases and sentences.
- Follow the text of familiar rhymes/songs/stories and identify the meaning of some words.
  - Follow the text and read aloud using knowledge of letter strings and observing silent letters.
- Read and show understanding of a complex sentence using familiar language.
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
  - Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.
- Produce positive and negative sentences using several high frequency verbs and pronouns

- o sept/la fête
- o préfère/super o vite/huit

## **Skills**

### **Ici et là (Out and About)**

- Follow a text including familiar language and identify the meaning of some words.
- Follow the text and read aloud using knowledge of letter strings and observing silent letters.
- Read and show understanding of a complex sentence using familiar language.
  - Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.
- Write some familiar phrases from memory with understandable accuracy.
- Produce positive and negative sentences using several high frequency verbs in a variety of persons.
- Give reasoned opinions.



- Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.
- Write some familiar phrases from memory with understandable accuracy.
- Produce positive and negative sentences using several high frequency verbs and pronouns.

## Summer

### Les Quatre Amis (The Four Friends)

- To know the names of animals in French:
  - o le cheval (the horse)
  - o le mouton (the sheep)
  - o le lapin (the rabbit)
  - o la souris (the mouse)
- To listen to and join in with a story in French (Les Quatres Amis)
- To sort words according to gender (masculine and feminine) and sound (eu/ou).
- To know some movement-related verbs in French:
  - o galope (gallop)
  - o court (run)
  - o sautille (hop)
  - o trotte (scurry)
- To ask and answer the question:
  - o C'est de quelle couleur?
  - o C'est...
- To use adjectives to describe movement:
  - o vite (quickly)
  - o lentement (slowly)
- To distinguish between 'ou' and 'eu' sounds in French.
- To recognise some French/Francophone stories

### **Skills**

#### Les Quatre Amis (The Four Friends)

- Listen to and show understanding of single words through a physical response.
- Listen to and identify rhyming words and particular sounds in songs and rhymes.

### Le Carnaval des Animaux (The Carnival of the Animals)

- To know and spell animals in French :
  - o le lion (the lion)
  - o le coq (the cockerel)
  - o le kangourou (the kangaroo)
  - o le poisson (the fish)
  - o le coucou (the cuckoo)
  - o L' éléphant (the elephant)
  - o l'âne (the donkey)
  - o l'oiseau (the bird)
  - o la tortue (the tortoise)
  - o la poule (the hen)
  - o le cygne (the swan)
- To ask and answer questions in French :
  - o Où habites-tu?
  - o J'habite dans...
  - o Quelle heure est-il ?
- To describe characteristics in French using 'je suis' and an adjective:
  - o petit(e) (small)
  - o grand(e) (big)
  - o lent(e) (slow)
  - o rapide (fast)
  - o fort(e) (strong)
  - o faible (weak)
  - o féroce (fierce) o timide (shy)
- To recognise and say the 'oi' sound in French words.
- To learn a song in French:
  - o Le Bon Roi Dagobert
- To know how to tell the time in French:
  - o C'est...heure(s)

### Le Retour du Printemps (The Return of Spring)

- To listen and respond to the poem/song 'Le Retour du Printemps'.
- To know the meaning of words from a poem:
  - o une grenouille (a frog)
  - o l'étang (a pond)
  - o un écureuil (a squirrel)
  - o la forêt (the forest)
  - o la prairie (the meadow)
  - o une hirondelle (a swallow)
  - o près de (near)
  - o tape les mains (clap your hands)
  - o tape les pieds (tap your feet)
  - o Viens (come)
- To know the seasons in French:
  - o au printemps (in the spring)
  - o en été (in the summer)
  - o en automne (in the autumn)
  - o en hiver (in the winter)
- To use adjectives in descriptions of the weather/seasons/months:
  - o clair (bright, light)
  - o sombre (dark)
  - o heureux (happy)
  - o triste (sad)
  - o coloré (colourful)
- To ask and answer questions about the weather/seasons/months:
  - o Quel temps fait-il en...?
  - o En.... il fait....

### Monter un Café (Setting up a Café)

- To recall the names of a variety of foods and write them from memory.
- To request food and drink, specifying size and flavours:
  - o une limonade (lemonade)
  - o une eau minérale (mineral water)
  - o un jus d'orange (orange juice)
  - o un chocolat chaud (hot chocolate)
  - o un café (black coffee)
  - o un café au lait (coffee with milk)
  - o un thé (tea)
  - o une verre (a glass)
  - o une tasse (a cup)
  - o un paquet (a packet)
  - o une portion (a portion)
  - o grosse (large)
  - o petit (small)
- To role play being in a Çafe :
  - o Qu'est-ce qu'il y a un menu? (Is there a menu ?)
  - o Vous désirez? (What would you like?)
  - o Je voudrais... ( I would like...)
  - o C'est combien?/Ça fait combien? (How much is it?)
  - o Ça fait...euros (it is...euroes)
  - o Bon appétit! (Enjoy your meal!)
  - o S'il vous plaît (please)
  - o Merci (Thank you)
- To identify sound strings that rhyme but are spelt differently.

<ul style="list-style-type: none"> <li>• Recognise a familiar question and respond with a simple rehearsed response.</li> <li>• Join in with actions to accompany songs, stories and rhymes, and say some of the words.</li> <li>• Use knowledge of the sound of some letters in French to read aloud or say individual words.</li> <li>• Read and show understanding of familiar simple words.</li> <li>• Write and say familiar words to describe people, places, things and actions using a model.</li> <li>• Write some familiar words from memory with understandable accuracy.</li> <li>• Identify parts of speech including a noun, adjective, pronoun and conjunction.</li> </ul> <p>Begin to work out strategies to get help.</p>	<ul style="list-style-type: none"> <li>o Il est midi o Il est minuit</li> <li>• To know some habitats in French: o la mer (the sea)</li> <li>o la forêt (the forest)</li> <li>o une ferme (a farm)</li> <li>o una maison (a house)</li> <li>o un appartement (an apartment)</li> <li>o en Afrique (in AfriÇa)</li> <li>o le désert (the desert)</li> </ul> <p><b>Skills</b></p> <p><b><u>Le Carnaval des Animaux (The Carnival of the Animals)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of short phrases through a physical response.</li> <li>• Listen to and understand words in songs and rhymes.</li> <li>• Ask a few simple and/or familiar questions and respond with a rehearsed response.</li> <li>• Use familiar vocabulary to say simple sentences with the aid of a language scaffold.</li> <li>• Use one or more connectives to join phrases.</li> <li>• Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.</li> <li>• Read and show understanding of familiar phrases and short sentences.</li> <li>• Use a bilingual dictionary to find the meaning or translation of a word.</li> <li>• Write and say simple phrases to describe people, places, things and actions using a lanugage scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Recognise and use first, second and third person singular forms of high frequency verbs.</li> </ul> <p>Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns.</p>	<ul style="list-style-type: none"> <li>o En...c'est...</li> <li>o trop</li> <li>o très</li> </ul> <ul style="list-style-type: none"> <li>• To write a paragraph about the seasons/months and birthdays.</li> <li>• To rewrite a poem using a scaffold.</li> <li>• To read and write about the myth of Persephone and the four seasons.</li> </ul> <p>To identify the sound 'i' in a variety of letter strings.</p> <p><b>Skills</b></p> <p><b><u>Le Retour du Printemps (The Return of Spring)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>• Follow the text of familiar rhymes/songs/stories and identify the meaning of some words.</li> <li>• Follow the text and read aloud using knowledge of letter strings and observing silent letters.</li> <li>• Read and show understanding of a complex sentence using familiar language.</li> <li>• Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>• Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Apply rules of agreement of adjectives in singular and plural with some accuracy.</li> <li>• Produce positive and negative sentences using several high frequency verbs and pronouns.</li> </ul> <p>Give reasoned opinions.</p>	<p><b>Skills</b></p> <p><b><u>Monter un Café (Setting up a Café)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>• Follow the text and read aloud using knowledge of letter strings and observing silent letters.</li> <li>• Read and show understanding of a complex sentence using familiar language.</li> <li>• Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>• Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Produce positive and negative sentences using several high frequency verbs in a variety of persons.</li> </ul> <p>Be aware of and know when to use 'tu' and 'vous'.</p>
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<p style="text-align: center;"><b><u>Ca pousse! (Growing things)</u></b></p> <ul style="list-style-type: none"> <li>To know the names of vegetables in French: <ul style="list-style-type: none"> <li>un haricot (a bean)</li> <li>un concombre (a cucumber)</li> <li>une tomate (a tomato)</li> <li>une laitue (a lettuce)</li> <li>du cresson (watercress)</li> <li>une graine (a seed)</li> <li>une graine de haricot (a bean seed)</li> </ul> </li> <li>To ask and answer questions about likes and dislikes in French: <ul style="list-style-type: none"> <li>Tu aimes...?</li> <li>Et toi?</li> <li>J'aime...</li> <li>Je n'aime pas...</li> </ul> </li> <li>To use the French word 'beaucoup'(a lot) for emphasis.</li> <li>To recognise and pronounce the nasal 'on' sound in French words.</li> <li>To find out about food that comes from France.</li> </ul> <p><b>Skills</b> <b><u>Ca pousse! (Growing things)</u></b></p> <ul style="list-style-type: none"> <li>Listen to and show understanding of single words through a physical response.</li> <li>Listen to and identify rhyming words and particular sounds in songs and rhymes.</li> <li>Recognise a familiar question and respond with a simple rehearsed response.</li> <li>Name objects and actions in a rehearsed statement.</li> <li>Use a simple connective to join phrases.</li> <li>Use knowledge of the sound of some letters in French to read aloud or say individual words.</li> <li>Read and show understanding of familiar simple words.</li> <li>Identify and use strategies for memorising new vocabulary.</li> </ul>	<p style="text-align: center;"><b><u>Quel temps fait-il? (What's the weather like?)</u></b></p> <ul style="list-style-type: none"> <li>To know weather expressions in French, as in Unit 1 plus: <ul style="list-style-type: none"> <li>il neige (it's snowing)</li> <li>il gèle (it's icy)</li> <li>Il fait... degrés (It's...degrees)</li> <li>moins deux, etc. (minus two, etc.)</li> </ul> </li> <li>To use je porte in sentences and know the names of items of clothing in French: <ul style="list-style-type: none"> <li>un manteau (a coat)</li> <li>un chapeau (a hat)</li> <li>un parapluie (an umbrella)</li> <li>une écharpe (a scarf)</li> <li>des gants (gloves)</li> <li>des bottes (boots)</li> <li>des lunettes de soleil (sunglasses)</li> <li>un pantalon (trousers)</li> <li>une jupe (skirt)</li> <li>un pull (jumper)</li> <li>une chemise (shirt)</li> </ul> </li> <li>To form the date in French: <ul style="list-style-type: none"> <li>lundi, le 5 juin, etc (Monday 5th June, etc)</li> </ul> </li> <li>To ask and answer questions in French : <ul style="list-style-type: none"> <li>Quelle est la date aujourd'hui?</li> </ul> </li> <li>To understand the expression: <ul style="list-style-type: none"> <li>Quand...il te faut...</li> </ul> </li> <li>To create a weather forecast in French.</li> <li>To recognise and say the sound represented by au/eau in French words.</li> </ul> <p><b>Conc</b></p>	<p style="text-align: center;"><b><u>Les planètes (The planets)</u></b></p> <ul style="list-style-type: none"> <li>To know the names for the planets and other parts of the solar system in French: <ul style="list-style-type: none"> <li>Le Soleil (the sun)</li> <li>La Lune (the Moon)</li> <li>planète (planet)</li> <li>Mercuré (Mercury)</li> <li>Venus (Venus)</li> <li>la Terre (the Earth)</li> <li>Mars (Mars)</li> <li>Jupiter (Jupiter)</li> <li>Saturne (Saturn)</li> <li>Uranus (Uranus)</li> <li>Neptune (Neptune)</li> <li>Pluton (Pluto)</li> </ul> </li> <li>To describe the location of the planets in French using prepositions and adjectives: <ul style="list-style-type: none"> <li>près du (near)</li> <li>loin du (far)</li> <li>entre (between)</li> <li>à cote du/de la (beside)</li> <li>très (very)</li> <li>assez (quite)</li> <li>première (first)</li> <li>deuxième (second)</li> <li>troisième (third)</li> <li>quatrième (fourth)</li> <li>cinquième (fifth)</li> <li>sixième (sixth)</li> <li>septième (seventh)</li> <li>huitième (eighth)</li> <li>neuvième (ninth)</li> </ul> </li> <li>To know numbers up to 1 million in French: <ul style="list-style-type: none"> <li>cent (100)</li> <li>mille (1000)</li> <li>dix mille (10,000)</li> <li>cent mille (100,000)</li> <li>un million (1,000,000)</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Quoi de neuf? (What's in the news?)</u></b></p> <ul style="list-style-type: none"> <li>To know the names of different sections of a newspaper or magazine in French: <ul style="list-style-type: none"> <li>la météo (weather forecast)</li> <li>la mode (fashion)</li> <li>la cuisine (cooking)</li> <li>l'actualité (the news)</li> <li>la page télé (TV guide)</li> <li>le sport (sport)</li> <li>la pub/ la publicité (adverts)</li> </ul> </li> <li>To understand, give and discuss opinions about programmes and articles: <ul style="list-style-type: none"> <li>C'est beau (It's beautiful)</li> <li>C'est intéressant (It's interesting)</li> <li>C'est ennuyeux (It's boring)</li> <li>C'est dégueulasse (It's disgusting)</li> <li>C'est trop long (It's too long)</li> <li>car (because)</li> <li>a mon avis (In my opinion)</li> </ul> </li> </ul> <p>To understand and give times using the 24-hour clock.</p> <p><b>Skills</b> <b><u>Quoi de neuf? (What's in the news?)</u></b></p> <ul style="list-style-type: none"> <li>Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>Follow a text including familiar language and identify the meaning of some words.</li> <li>Follow the text and read aloud using knowledge of letter strings and observing silent letters.</li> <li>Read and show understanding of a complex sentence using familiar language.</li> <li>Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>Write some familiar phrases from memory with understandable accuracy.</li> </ul>
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<ul style="list-style-type: none"> <li>• Write and say familiar words to describe people, places, things and actions using a model.</li> <li>• Write some familiar words from memory with understandable accuracy.</li> <li>• Recognise plurals.</li> </ul> <p>Express a simple opinion.</p>	<p><b>Skills</b></p> <p><b><u>Quel temps fait-il? (What's the weather like ?)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of short phrases through a physical response.</li> <li>• Listen to and understand words in songs and rhymes.</li> <li>• Ask a few simple and/or familiar questions and respond with a rehearsed response.</li> <li>• Use familiar vocabulary to say simple sentences with the aid of a language scaffold.</li> <li>• Use one or more connectives to join phrases.</li> <li>• Join in with words of songs, stories and rhymes, sometimes from memory.</li> <li>• Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.</li> <li>• Read and show understanding of familiar phrases and short sentences.</li> <li>• Use a bilingual dictionary to find the meaning or translation of a word.</li> <li>• Write and say simple phrases to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Recognise and use first, second and third person singular forms of high frequency verbs.</li> <li>• Express and discuss opinions.</li> </ul> <p>Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns</p>	<ul style="list-style-type: none"> <li>• To identify the 'u' sound in a variety of words.</li> </ul> <p><b>C</b></p> <p><b>Skills</b></p> <p><b><u>Les planètes (The planets)</u></b></p> <ul style="list-style-type: none"> <li>• Listen to and show understanding of longer/more complex familiar phrases and sentences.</li> <li>• Follow the text and read aloud using knowledge of letter strings and observing silent letters.</li> <li>• Read and show understanding of a complex sentence using familiar language.</li> <li>• Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.</li> <li>• Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.</li> <li>• Write some familiar phrases from memory with understandable accuracy.</li> <li>• Apply rules of agreement of adjectives in singular and plural with some accuracy.</li> </ul> <p>Produce positive and negative sentences using several high frequency verbs and pronouns.</p>	<ul style="list-style-type: none"> <li>• Apply rules of agreement of adjectives in singular and plural with some accuracy.</li> <li>• Produce positive and negative sentences using several high frequency verbs in a variety of persons.</li> <li>• Give reasoned opinions.</li> </ul> <p>Be aware of and know when to use 'tu' and 'vous'</p>
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