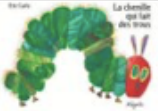


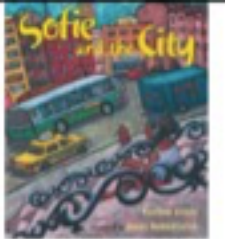
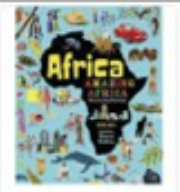


## Overview: Languages (French)

|        | Autumn 1                                                                          | Autumn 2                             | Spring 1                                                             | Spring 2                                               | Summer 1                                                                  | Summer 2                                                                      |
|--------|-----------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| F1     | Nursery rhymes                                                                    |                                      | Greetings                                                            |                                                        | Mini-beasts                                                               |                                                                               |
| F2     | Numbers 1-10                                                                      |                                      | Colours                                                              |                                                        | Seasons                                                                   |                                                                               |
| Year 1 | Numbers /Core vocabulary<br>Animals                                               |                                      | I can                                                                |                                                        | Ice creams                                                                |                                                                               |
| Year 2 | Fruits – Petit poisson blanc / Hungry caterpillar<br>Reading spine - Book project |                                      | Musical Instruments<br>I am the music man ...<br>Verbs: Jouer Je Sai |                                                        | Vegetables                                                                |                                                                               |
| Year 3 | Phonetics Lesson 1 & I'm Learning French                                          | Presenting Myself<br>Digital outcome | Little Red Riding Hood – body parts                                  | Family                                                 | Les saisons                                                               | Dans le jardin – Errol's garden<br>Reading spine - Book Project               |
| Year 4 | Phonetics Lesson 2 & The Classroom                                                | The Classroom –<br>Digital outcome   | The Café                                                             | My home                                                | Do you have a pet?                                                        | Clothes- Julian and the mermaid<br>Reading spine - Book Project               |
| Year 5 | Phonetics Lesson 3<br>What is the date?                                           | The Weather<br>Digital outcome       | Healthy Living<br>Poster outcome                                     | Habitats (Science cross curricular)<br>Digital outcome | Planets (Science cross curricular)<br>Digital outcome                     | The Olympics – conjunctions<br>Reading spine - Book Project                   |
| Year 6 | Phonetics Lesson 4 & Regular Verbs At school                                      | Revision/Regular verbs - At school   | The weekend                                                          | My hobbies<br>Digital outcome                          | Me in the world – link to celebrations and faith<br>Spiritual flourishing | Refugee Week – Book art project / translation<br>Reading spine - Book Project |

## Core Vocabulary, Grammar and Texts: Languages (French)

|               | Core Vocabulary                                                                                                                            | Key grammar                                                                                                                   | Year group books                                                                                                                                                         | Autumn 1                                                 | Autumn 2 | Spring 1                                             | Spring 2 | Summer 1                                      | Summer 2 |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------|------------------------------------------------------|----------|-----------------------------------------------|----------|
| <b>F1</b>     | Greetings<br>Numbers<br>Vocab<br>Daily routine                                                                                             | Understand foreign languages can have different structures to English                                                         |                                                                                         | <b>Nursery Rhymes</b>                                    |          | <b>Greetings</b>                                     |          | <b>Mini beasts</b>                            |          |
| <b>F2</b>     | Greetings<br>Numbers<br>Vocab<br>Daily routine                                                                                             | Understand foreign languages can have different structures to English                                                         | <br>   | <b>Numbers 1-10</b>                                      |          | <b>Colours</b>                                       |          | <b>Seasons</b>                                |          |
| <b>YEAR 1</b> | Retelling of poem with actions<br>Range of greetings<br>Colours<br>Numbers 1-19<br>Toilet/Water                                            | Understand foreign languages can have different structures to English                                                         | <br> | <b>Animals</b>                                           |          | <b>I can</b>                                         |          | <b>Ice Creams</b>                             |          |
| <b>YEAR 2</b> | Retelling of poem with actions<br>Range of greetings<br>Colours<br>Days of the week<br>Numbers 1-15<br>Toilet/Water<br>Vowel pronunciation | Understand foreign languages can have different structures to English<br>Many nouns have determiners we don't have in English |                                                                                       | <b>Fruits – Petit poisson blanc / Hungry caterpillar</b> |          | <b>Musical Instruments</b><br>I am the music man ... |          | <b>Vegetables</b><br>Hungry caterpillar recap |          |

|               |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |                                                                          |                                 |                                                 |                       |                                  |                                              |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------|-------------------------------------------------|-----------------------|----------------------------------|----------------------------------------------|
| <b>YEAR 3</b> | <p>Range of greetings including Je m'appelle / j'ai ...ans How do we feel? 4 ways to answer</p> <p>Colours</p> <p>Days of the week</p> <p>Numbers</p> <p>Days of the week</p> <p>Numbers 1-15</p> <p>Toilet/Water</p> <p>Vowels /Alphabet pronunciation</p> <p>Classroom instructions</p> | <p>Start to understand the concept of noun gender and the use of articles</p> <p>Use the first person singular version: e.g. 'I like I play I am called'</p>                                                                                                                               |    | <p><b>Phonetics</b></p> <p><b>Lesson 1 &amp; I'm Learning French</b></p> | <p><b>Presenting Myself</b></p> | <p><b>Little Red Riding Hood-body parts</b></p> | <p><b>Family</b></p>  | <p><b>Le saisons</b></p>         | <p><b>Dans le jardin</b></p>                 |
| <b>YEAR 4</b> | <p>Range of greetings including Je m'appelle J'ai ...ans / How do we feel? 4 ways to answer</p> <p>Colours</p> <p>Numbers 1-20</p> <p>Toilet/Water</p> <p>Vowels</p> <p>Alphabet</p> <p>Classroom instructions</p>                                                                        | <p>Better understand the concept of gender and which articles to use e.g. the a or some</p> <p>Introduce simple adjectival agreement (e.g when describing nationality)</p> <p>Negative form and possessive adjectives e.g. In my pencil case I have or In my pencil case I do not have</p> |                                                                                   | <p><b>Phonetics</b></p> <p><b>Lesson 2 &amp; The Classroom</b></p>       | <p><b>The Classroom</b></p>     | <p><b>The Café</b></p>                          | <p><b>My home</b></p> | <p><b>Do you have a pet?</b></p> | <p><b>Clothes-Julian and the mermaid</b></p> |

|               |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |                                                                |                                         |                       |                    |                        |                                                      |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------|-----------------------|--------------------|------------------------|------------------------------------------------------|
| <b>YEAR 5</b> | <p>Range of greetings including Je m'appelle J'ai ...ans / How do we feel? 4 ways to answer</p> <p>Colours</p> <p>Numbers 1-30</p> <p>Toilet/Water</p> <p>Vowels</p> <p>Alphabet</p> <p>Classroom instructions</p> <p>Begin what time is it?</p> | <p>Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g. definite, indefinite, partitive)</p> <p>Understand better the rules of adjectival agreement and possessive adjectives</p> <p>Start to explore full verb conjugation e.g. I wear/ he/she wears and describe in terms of colour e.g. the blue planet</p> |        | <p><b>Phonetics Lesson 3 &amp; What is the date?</b></p>       | <b>The Weather</b>                      | <b>Healthy Living</b> | <b>Habitats</b>    | <b>Planets</b>         | <b>The Olympics – conjunctions</b>                   |
| <b>YEAR 6</b> | <p>Range of greetings including Je m'appelle J'ai ...ans / How do we feel? 4 ways to answer</p> <p>Colours</p> <p>Numbers 1-30</p> <p>Toilet/Water</p> <p>Vowels</p> <p>Alphabet</p> <p>Classroom instructions</p> <p>Begin what time is it?</p> | <p>Consolidate understanding of gender and nouns</p> <p>Use of negative</p> <p>Adjectival agreement</p> <p>Possessive adjectives</p> <p>Which subjects I like at school/do not like</p> <p>Become familiar with more conjunctions</p> <p>More confident with verb conjugation.</p>                                                                      |    | <p><b>Phonetics Lesson 4 &amp; Regular Verbs At school</b></p> | <p>Revision/Regular verbs At school</p> | <b>The Weekend</b>    | <b>The weekend</b> | <b>Me in the world</b> | <p>Refugee Week – Book art project / translation</p> |

## Progression: Languages (French)

|               | Listening                                                                                                                                              | Speaking                                                                                            | Reading                                                                                                                                                                          | Writing                                                                                                         | Grammar                                                                                                                                                                             |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>F1</b>     | Appreciate and actively participate in nursery rhymes, traditional short stories & fairy tales – actions to support                                    | Learn to repeat and reproduce the language I hear with accurate pronunciation – with support        | With support, identify written versions of the words I hear. (point to initial sound)                                                                                            | Consolidate letter formation skills by tracing words in the foreign language                                    | Start to understand that foreign languages can have different structures to English. Understand this linked to their own home language.                                             |
| <b>F2</b>     | Appreciate and actively participate in traditional short stories & fairy tales- actions to support                                                     | Learn to repeat and reproduce the language I hear with accurate pronunciation - with support        | With support, identify written versions of the words I hear. (point to initial sound)                                                                                            | Consolidate letter formation skills by tracing or copying words in the foreign language from a model            | Start to understand that foreign languages can have different structures to English. Understand this linked to their own home language.                                             |
| <b>Year 1</b> | Appreciate and actively participate in traditional short stories & fairy tales - actions to support                                                    | Learn to repeat and reproduce the language I hear with accurate pronunciation – more independently. | Be able to identify written versions of the words I hear.                                                                                                                        | Consolidate letter formation skills by copying words in the foreign language from a model.                      | Start to understand that foreign languages can have different structures to English. Understand this linked to their own home language.                                             |
| <b>Year 2</b> | Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear - actions to support                         | Learn to articulate key words introduced in the lesson and understand their meaning.                | Being able to identify the written version of a wider range of the words I hear.                                                                                                 | Start to reproduce nouns and determiners/articles from a model.                                                 | Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.  |
| <b>Year 3</b> | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught - actions to support | Communicate with others using simple words and short phrases covered in the units.                  | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' |

|               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 4</b> | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.                                                           | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.                                               | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.                                                  | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.                                                                                                                                                                                                                                    | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'                                                              |
| <b>Year 5</b> | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.                                     | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.                                                                                               | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.<br>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.                                                                          | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.                     |
| <b>Year 6</b> | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.         | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |