



## French Curriculum

### Year 3/4 – Year A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills Progression and Assessment</b>						
	Phonics - letter names and sounds. Digraphs ou, ch, on, oi Pinpoint France and other French speaking countries on a map of the world Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Recognise some common French verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with je peux...	Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.	Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you.
<b>Suggested Tasks (Scheme Units)</b>	<b>Phonics (1&amp;2) I am Learning French</b>	<b>Les Animaux (Animals)</b>	<b>Je peux... (I am able to...)</b>	<b>Fruits</b>	<b>Presenting myself</b>	<b>At the café</b>
<b>Vocabulary</b>	<b>Bonjour Salut ça va?</b>	<b>Les animaux un une</b>	<b>Danser Chanter Cuisiner</b>	<b>Une Les Une (les) fraise(s)</b>	<b>Français(e) Anglais(e) Gallois(e)</b>	<b>Je prends.. S'il vous plait Un jus d'orange</b>

	<p>Ça va?  Ça va bien.  Ça va mal.  Comme ci, comme ça.  Au revoir  À plus tard  Comment tu t'appelles?  Je m'appelle...  Un  Deux  Trois  Quatre  Cinq  Six  Sept  Huit  Neuf  Dix  Rouge  Bleu  Jaune  Vert  Blanc  Noir  Marron  Orange  Violet</p>	<p>un cochon  un lion  un canard  un oiseau  un cheval  un lapin  un singe  un mouton  une souris  une vache  Je suis...</p>	<p>Sauter  Parler  Écouter  Manger  Boire  Regarder  Écrire  Je peux...</p>	<p>Une (les) pomme(s)  Une (les) pêche(s)  Une (les) banane(s)  Une (les) orange(s)  Une (les) prune(s)  Une (les) poire(s)  Un (les) kiwi(s)  Un (les) abricot(s)  J'aime..  Je n'aime pas...</p>	<p>Irlandais(e)  Écossais(e)  Je vien de....  J'ai...  Onze  Douze  Treize  Quatorze  Quinze  Seize  dix-sept  dix-huit  dix-neuf  vingt</p>	<p>Un café (au lait)  Un thé  Un chocolat chaud  Un croissant  Du beurre  Du pain  De la confiture  Des biscottes  Des cereales  Une omelette au jambon  Un sandwich au fromage  Un croque-monsieur  Un coca-cola  Un orangina  Des frites  L'addition s'il vous plaît.</p>
<b>Outcomes</b>	<p>Can find France on a map of the world  Can repeat all my personal details in</p>	<p>Can name up to ten animals in French with their correct article/determiner</p>	<p>Can name up to five common French verbs/activities. Can spell up to five of</p>	<p>Can repeat and recognise up to ten fruits in French with their correct article.</p>	<p>Can understand and use set phrases to talk about myself and</p>	<p>Can understand and use most of the set phrases covered in</p>

	French, and ask for the same information back, Can remember some numbers from 1-10 clearly in French and can attempt to spell some of these correctly. Can say some of the ten colours in French and can attempt to spell some of these correctly.	Can understand that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. Can say/write short phrases using the verb 'je suis' (I am) and an animal in French.	these verbs accurately. Can match up to five verbs/activities to their picture Can say I am able to do some of these activities in French by using je peux...	Can attempt to possibly spell some of these words unaided from memory with good accuracy. Can ask somebody in French if they like a particular fruit. Can say in French which of the ten fruits I like and dislike.	ask others for simple information in return. Can understand numbers 1-20, count and use them out of sequence. Can tell you my nationality and am aware that the pronunciation changes if I am a girl or boy.	class to order food and drink. Can order a French breakfast from a menu. Can ask for the bill when prompted.
<b>Previous unit</b> 	Year 3 – No prior French Year 4 - Goldilocks	I am Learning French	Les animaux	Je peux	Fruits	Presenting myself
<b>Prior knowledge needed for this unit</b>	No previous knowledge needed for this unit	No previous knowledge needed for this unit	No previous knowledge needed for this unit	Un/ une indefinite article Je/tu pronouns	The letter sounds (phonics and phonemes) from phonics and pronunciations lessons 1 & 2 Vocabulary for number 1-10 and feelings Some knowledge of high frequency first person verbs such as je suis (I am) and j'ai (I have).	Numbers 1-10
<b>Year B focus</b>	Moving to Year 4 - Phonics Shapes Moving to Year 5 – The Date	Moving to Year 4 - Musical Instruments Moving to Year 5 – My Home	Moving to Year 4 - Vegetables  Moving to Year 5 - Clothes	Moving to Year 4 - Ancient Britain  Moving to Year 5 - Planets	Moving to Year 4 - In class  Moving to Year 5 – Regular verbs	Moving to Year 4 – Goldilocks Moving to Year 5 – Me in the World


<b>Next</b> 	Animals	I am able to...	Fruits	Presenting myself	At the café	Phonics/ Shapes
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Phonics has been recently added to our scheme of learning, therefore for the first cycle of teaching with this scheme, children will cover the Phonics sessions in both Year 3/4 and Year 5/6 to ensure all children receive this teaching. After a complete teaching cycle, this plan will be amended so that learning is not repeated.

Year 3/4 – Year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills Progression and Assessment</b>						
	<p><b>Phonics</b> – letter names and sounds. Sounds l, in, que, ille.</p> <p>Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns.</p> <p>Recognise that nouns are commonly associated with an article in French and in this case ‘UN’ or ‘UNE’.</p> <p>Have an opportunity to learn and/or revise numbers 1-5.</p>	<p>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.</p> <p>Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in French. Learn to say and write ‘I play an instrument’ in French using the high frequency 1st person regular verb ‘je joue’ (I play) with up to ten different instruments.</p>	<p>Name and recognise up to 10 vegetables in French.</p> <p>Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</p> <p>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).</p> <p>Name in French, the six key periods of ancient Britain, introduced in chronological order.</p> <p>Be able to say in French three of the types of people who lived in ancient Britain.</p> <p>Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>Remember and recall up to 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>	<p>Sit and listen attentively to the story and begin to recognise, understand and remember the new language.</p> <p>Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</p> <p>Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> <p>Attempt to spell in French.</p>
<b>Suggested Tasks (Scheme Units)</b>	<b>Phonics 1, 2 Shapes</b>	<b>Musical Instruments</b>	<b>Vegetables</b>	<b>Ancient Britain</b>	<b>In class</b>	<b>Goldilocks</b>
<b>Vocabulary</b>	<p>Un triangle</p> <p>Un carré</p> <p>Un ovale</p>	<p>Le</p> <p>La</p> <p>Les</p>	<p>Les aubergines</p> <p>Les épinards</p> <p>Les oignons</p>	<p>L’ancienne histoire</p> <p>Grande Bretagne</p> <p>L’âge du bronze</p>	<p>Un livre</p> <p>Un cahier</p> <p>Un crayon</p>	<p>Boucle D’or</p> <p>Papa ours</p> <p>Maman ours</p>

	<p>Un cercle Un rectangle Un pentagone Un hexagone Un losange Une ligne Une étoile Dessinez Un Deux Trois Quatre Cinq</p>	<p>La trompette La batterie La guitare La flute à bec La clarinette La harpe Le piano Le triangle Le violon Les cymbales Je joue (du, de la, des)</p>	<p>Les courgettes Les tomates Les haricots verts Les petits pois Les champignons Les carottes Les pommes de terre Un kilo de.. Un demi kilo de.. S'il vous plait Et Bonjour Je peux vous aider? C'est tout? C'est combien? Merci Au revoir</p>	<p>L'âge du fer La période des Romains La période des Anglo-Saxons La période des Vikings Je suis... Un homme Une femme J'ai Un silex Une hache Une épée J'habite Une grotte Une cabane Une maison ronde</p>	<p>Un stylo Un taille-crayon Un sac à dos Un baton de colle Une règle Une gomme Une trousse Des ciseaux J'ai Je n'ai pas Mon Ma Mes Et</p>	<p>Bébé ours Une maison Une forêt Le grand/moyen/petit bol La grande/moyenne/petite chaise Le grand/moyen/petit lit Sucré Salé Grand Basse Dur Mou Juste comme il faut Était trop</p>
<b>Outcomes</b>	<p>Can repeat and recognise up to ten shapes in French. Can spell some of these words Can give the correct article for some of the words learnt Can count from 1-5 in French</p>	<p>Can name/spell up to ten instruments in French with the correct definite article/determiner. Understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners</p>	<p>Can repeat and recognise most of the ten vegetables in French with their correct article. Can attempt to possibly spell five of these words unaided from memory with good accuracy. Can ask somebody in French for a particular vegetable</p>	<p>Can use; "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Can tell you most of the words for the six key periods of ancient Britain in French and attempt to spell them with relative accuracy Can tell you that I am a man or woman from the stone age,</p>	<p>Can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner. Able to change the word for 'a' before a classroom object to the correct word for 'my'.</p>	<p>Can use picture cards to sequence the story correctly. Can repeat from memory most of the words that match the pictures. Can sequence most of the story with phrase cards by finding key words and using these to guide me.</p>

		go with each instrument confidently from memory. Can say/write up to ten short phrases on the ten different instruments in French from memory	Can perform a simple French role play about buying vegetables	bronze age or iron age in French. Can say I have at least one hunting tool as a man or woman from the stone age, bronze age or iron age in French. Can attempt to say where I live as a man or woman from the stone age, bronze age or iron age.	Can recall in spoken and written form what I have and do not have in my pencil case.	Can create my own story board in French.
<b>Previous unit</b> 	Year 3 – new to French Year 4 – At the café	Phonics/ Shapes	Musical instruments	Vegetables	Ancient Britain	In Class
<b>Prior knowledge for this unit</b>	No prior knowledge needed	No prior knowledge needed	No prior knowledge needed	No prior knowledge needed, however, where applicable, prior learning in history will support this unit.	The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2  What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have)	Pupils have already heard and revised the story in their own language and are familiar with the language.
<b>Year A focus</b>	Moving to Year 4 - Phonics I'm learning French Moving to Year 5 – The Weather	Moving to Year 4 – Animals  Moving to Year 5 – Family	Moving to Year 4 - Je peux  Moving to Year 5 - Pets	Moving to Year 4 – Fruits  Moving to Year 5 – Olympics	Moving to Year 4 - Presenting myself  Moving to Year 5 – At school	Moving to Year 4 - At the café  Moving to Year 5 – At the weekend

<b>Next unit</b> 	Musical instruments	Vegetables	Ancient Britain	In class	Goldilocks	Year 3 – Phonics/ I’m Learning French Year 4 – Phonics/ The Weather
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Year 5/6 – Year A

Whole School Focus	York		Discover		Step Back in Time	
Class Focus	York: In WWI and Now		Titanic		Mayans	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills Progression and Assessment</b>						
	<p><b>Phonics</b> - letter names and sounds. Digraphs ou, ch, on, oi *</p> <p><b>The Weather –</b> Repeat and recognise the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.</p>	<p>Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100. Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have).</p>	<p>Repeat, recognise and attempt to spell eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).</p>	<p>Tell somebody in French the key facts of the history of the Olympics. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l’ and du when you say you play a sport in French.</p>	<p>Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.</p>	<p>Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.</p>
<b>Suggested Tasks (Scheme Units)</b>	<b>Phonics</b> - letter names and sounds.	<b>Family</b>	<b>Pets</b>	<b>Olympics</b>	<b>At school</b>	<b>At the weekend</b>

	Digraphs ou, ch, on, oi * <b>The Weather</b>					
<b>Vocabulary</b>	<b>Quel temps fait-il?</b> <b>Il pleut</b> <b>Il neige</b> <b>Il y a un orage</b> <b>Il y a du soleil</b> <b>Il y a du vent</b> <b>Il fait beau</b> <b>Il fait mauvais</b> <b>Il fait chaud</b> <b>Il fait froid</b> <b>Dans le nord de la France</b> <b>Dans le sud de la France</b> <b>Dans le centre de la France</b> <b>Dans l'ouest de la France</b> <b>Dans l'est de la France</b> <b>Le temps</b>	<b>La famille</b> <b>La mère</b> <b>Le père</b> <b>La grand-mère</b> <b>La tante</b> <b>La fille</b> <b>La soeur</b> <b>Le fils</b> <b>Le frère</b> <b>L'oncle</b> <b>Le père</b> <b>Le grand-père</b> <b>Les parents</b> <b>Les grands-parents</b> <b>Il/ elle s'appelle</b> <b>Mon/ma/mes</b> <b>J'ai</b> <b>Dix</b> <b>Vingt</b> <b>Trente</b> <b>Quarante</b> <b>Cinquante</b> <b>Soixante</b> <b>Soixante-dix</b> <b>Quatre-vingts</b> <b>Quatre-vingt-dix</b> <b>cent</b>	<b>Un chien</b> <b>Un chat</b> <b>Un lapin</b> <b>Un hamster</b> <b>Un poisson-rouge</b> <b>Un oiseau</b> <b>Une souris</b> <b>Une tortue</b> <b>J'ai</b> <b>Je n'ai pas de/ d'</b> <b>Un</b> <b>Une</b> <b>Qui s'appelle</b> <b>Et</b> <b>Mais</b>	<b>Les jeux olympiques</b> <b>L'athlétisme</b> <b>L'équitation</b> <b>L'escrime</b> <b>L'aviron</b> <b>La natation</b> <b>La boxe</b> <b>Le cyclisme</b> <b>Le plongeon</b> <b>Le tir à l'arc</b> <b>Le triathlon</b> <b>Faire (conjugated)</b> <b>Il/ elle est</b>	<b>À l'école</b> <b>Le français</b> <b>L'anglais</b> <b>Le dessin</b> <b>Le sport</b> <b>La musique</b> <b>La géographie</b> <b>L'histoire</b> <b>Les maths</b> <b>Les sciences</b> <b>L'informatique</b> <b>Est-ce que tu aimes?</b> <b>Oui, j'aime</b> <b>Oui, j'adore</b> <b>Non, je n'aime pas</b> <b>Non, je deteste</b> <b>Amusant</b> <b>Utile</b> <b>Intéressant</b> <b>Facile</b> <b>Ennuyeux</b> <b>Difficile</b> <b>Inutile</b> <b>Parce que</b>	<b>Le week-end</b> <b>Quelle heure esti-il?</b> <b>Et quart</b> <b>Et demie</b> <b>Moins le quart</b> <b>Il est .. heure(s)</b> <b>Midi</b> <b>Minuit</b> <b>Je me lève</b> <b>Je prends mon petit déjeuner</b> <b>Je lis des bandes dessinées</b> <b>Je me couche</b> <b>Après</b> <b>Aussi</b> <b>Plus tard</b> <b>Finallyment</b> <b>Cinema</b> <b>L'ordinateur télé</b>

					<b>Car</b> <b>Cependant</b> <b>Mais</b> <b>Ma matière</b> <b>préférée...</b> <b>Il est..... heure(s)</b>	
<b>Outcomes</b>	<p>Can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory.</p> <p>Can ask what the weather is in French and can attempt to give the reply in French</p> <p>Can read a French weather map</p>	<p>Can tell you the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.</p> <p>Can change the verb from 'I am called' to 'he/she is called'.</p> <p>Can recognise numbers 1-70 in French</p> <p>Can use this knowledge to say how old various family members are.</p>	<p>Can understand and repeat most of the eight pets introduced. Can remember some of the spellings and genders</p> <p>Can ask somebody if they have a pet. Can then work out how to reply back, including use of the negative.</p> <p>Can tell you the name of my pet using a full sentence in French</p> <p>Can attempt to improve my spoken and written French using the connectives ET ("and") or MAIS ("but").</p>	<p>Can tell you some of the key facts from the history of the Olympics and from the modern games in French. Can remember at least five nouns sports from memory, including their correct spelling and their correct gender</p> <p>Can conjugate the JE and IL/ELLE form of the verb FAIRE and can use this to say that I or my friend plays a sport in French.</p> <p>Can use de la, de l' and du correctly when saying I play a sport. Can also attempt to use the negative correctly.</p>	<p>Can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. Can attempt to use the correct article.</p> <p>Can say what subjects I like and dislike at school. Can tell you what time I have a particular subject at school.</p>	<p>Can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to.</p> <p>Have learnt a range of phrases in French to talk about the activities that I do at the weekend</p> <p>Am able to highlight the verb in these sentences</p> <p>Can give an account of what I do at the weekend and at what time, integrating connectives into my work .</p>
<b>Previous unit</b> 	Year 5 – Golidlocks Year 6 – Me in the World	The weather	Family	Pets	Olympics	At school


<b>Prior learning</b>	Phonics No other specific prior knowledge	Numbers 1-20 and basic personal details from the 'Presenting Myself' unit.	No specific prior knowledge	No specific prior knowledge. Children will draw on experience of language learning to develop skills in reading more complex texts where not every word is understood.	No specific prior knowledge	Vocabulary for telling the time
<b>Year B focus</b>	Phonics 3/4 The Date	My Home	Clothes	Planets	Regular Verbs	Me in the World
<b>Next unit</b> 	Family	Pets	Olympics	At school	At the weekend	Phonics 3/4 The Weather

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Year 5/6 – Year B

Whole School Focus	York		Discover		Step Back in Time	
Class Focus	York: Settlements		WW2 (Battle of Britain)		Ancient Greece	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills Progression and Assessment</b>						
	Phonics focus - E È EAU EUX QU GNE Ç EN AN Remember, recall and spell the seven days of the week. Remember, recall and spell the twelve months of the year. Remember, recall and spell numbers 1-31. Use knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use knowledge of the months of the year, numbers 1-31 in order to say when their birthday is	Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French (incorporating personal details such as their name and age).	Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb PORTER in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.	Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.	Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country)
<b>Suggested Tasks (Scheme Units)</b>	<b>Phonics sessions 3/4 The Date</b>	<b>My Home</b>	<b>Clothes</b>	<b>Planets</b>	<b>Regular Verbs</b>	<b>Me in the World</b>

<b>Vocabulary</b>	<b>La date</b> <b>Les jours de la semaine</b> <b>Lundi</b> <b>Mardi</b> <b>Mercredi</b> <b>Jeudi</b> <b>Vendredi</b> <b>Samedi</b> <b>Dimanche</b> <b>Aujourd'hui</b> <b>Janvier</b> <b>Fevrier</b> <b>Mars</b> <b>Avril</b> <b>Mai</b> <b>Juin</b> <b>Juillet</b> <b>Août</b> <b>Septembre</b> <b>Octobre</b> <b>Novembre</b> <b>Decembre</b> <b>Numbers 1-31</b>	<b>Où habites tu?</b> <b>J'habite dans</b> <b>Une maison</b> <b>Un appartement</b> <b>En ville</b> <b>À la campagne</b> <b>À la montagne</b> <b>Au bord de la mer</b> <b>Dans un village</b> <b>Et</b> <b>Mais</b> <b>Une cuisine</b> <b>Une salle à manger</b> <b>Une salle de bains</b> <b>Une chambre</b> <b>Un sous-sol</b> <b>Un bureau</b> <b>Un salon</b> <b>Un garage</b> <b>Un Jardin</b> <b>Chez moi</b> <b>Il y a</b> <b>Il n'y a pas</b>	<b>Les vêtements</b> <b>Un pantalon</b> <b>Un maillot de bain</b> <b>Un pull</b> <b>Un tee shirt</b> <b>Un manteau</b> <b>Un short</b> <b>Une robe</b> <b>Une cravate</b> <b>Une jupe</b> <b>Une veste</b> <b>Une chemise</b> <b>Des gants</b> <b>Des bottes</b> <b>Des collants</b> <b>Des sandales</b> <b>Un chemisier</b> <b>Des chaussures</b> <b>Des chaussettes</b> <b>Porter</b> <b>(conjugated)</b> <b>quand</b>	<b>Les planètes</b> <b>La lune</b> <b>Le soleil</b> <b>La terre</b> <b>Mars</b> <b>Mercur</b> <b>Neptune</b> <b>Pluton</b> <b>Saturne</b> <b>Uranus</b> <b>Vénus</b> <b>Jupiter</b> <b>Au centre</b> <b>A au moins de</b> <b>Bleu</b> <b>Noir</b> <b>Vert</b> <b>Gris</b> <b>Rouge</b> <b>Jaune</b> <b>Marron</b> <b>Crème</b> <b>orange</b>	<b>Jouer</b> <b>Habiter</b> <b>Vendre</b> <b>Finir</b> <b>Je</b> <b>Tu</b> <b>Il</b> <b>Elle</b> <b>Nous</b> <b>Vous</b> <b>Ils</b> <b>Elles</b>	<b>Je m'appelle</b> <b>J'habite</b> <b>Je parle</b> <b>Le français</b> <b>L'anglais</b> <b>Ma fête préférée</b> <b>Le Mardi Gras</b> <b>Noël</b> <b>Pâques</b> <b>L'Aid</b> <b>Parce que</b> <b>À plus tard</b> <b>À la prochaine</b> <b>Protéger</b> <b>Utiliser</b> <b>Moins de</b>
<b>Outcomes</b>	Can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in French.	Can say and write whether I live in a house or an apartment with high accuracy. Can say and write where my house or apartment is	Can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these	Can name at least five planets in French and place them on a solar system map. Can also spell at least five of the planets in French.	Can explain what a pronoun is in English and give you most of the French translations for I, you, he, she, we, you all, they. Can conjugate most of a regular -ER	Know that there are many countries that have French as their official language and can name two of them in French (apart from France).

	Able to say the date in French Able to say the date of my birthday in French	Can repeat and recognise most of the ten rooms of the house with their correct gender in French. Can ask somebody what rooms they have or do not have in their home and also answer this question in return.	words from memory. Confident using un/une/des with improving accuracy. Can say what I am wearing and can attempt to tell you what my friend is wearing Can tell you what I wear in different weather	can tell you an interesting fact about four of the planets. Can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural	verb in full when I am given the infinitive version. Can conjugate most of a regular -IR verb in full when I am given the infinitive version. Can conjugate most of a regular -RE verb in full when I am given the infinitive version.	Can locate some of these on a map of the world. Can name and mention a few key facts in French about two celebrations in French speaking countries. Can tell you at least one thing that I am going to do help protect our planet.
<b>Previous unit</b> 	Year 5 – At the café  Year 6 – At the weekend	The Date	My Home	Clothes	Planets	Regular verbs
<b>Prior Learning</b>	The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2, and vocabulary from a variety of the Early Learning units, personal details and numbers. Intermediate unit Je me présente as well as vocabulary	Basic personal details. creating an opportunity for longer spoken and written work aiding progression in the language.	Days of the week	Language learning strategies from prior units	No specific language but some familiarity with some verb conjugations	No specific language

	from the La famille unit (if applicable)					
<b>Year A focus</b>	Phonics 1/2 The Weather	Family	Pets	Olympics	At school	At the weekend
<b>Next unit</b> 	My home	Clothes	Planets	Regular verbs	Me in the World	Phonics 1/2 The weather