

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Using CGP Salut! Resources	<p><b>Corresponds to Core Unit 1</b></p> <p><b>Listening</b> Children to begin to understand basic classroom commands. E.g. stand up, sit down, put up your hand etc.</p> <p>Children can understand simple greetings and questions. E.g. Comment t'appelles tu? Ça va aujourd'hui? Quel âge as-tu? Où habites-tu?</p> <p><b>Speaking</b> Children can respond to: *Simple greetings and questions with simple answers. E.g. their name, where they are from, age.</p> <p>Children can ask simple questions to their friends.</p> <p>Children can use set phrases related to: *Greetings *Names and ages *Numbers 0-10 *Immediate Family</p> <p>There is an attempt at pronunciation.</p>	<p><b>Corresponds to Core Unit 2</b></p> <p><b>Listening</b> Children can listen to short dialogues using vocabulary already learnt. Children can respond to classroom commands/ greetings with some fluency.</p> <p><b>Speaking</b> Children to learn vocab relating to: *Days of the Week *Colours *Countries *Numbers 11-20 *Likes and dislikes</p> <p>Children can respond to simple questions and say short sentences related to the topics above</p> <p><b>Reading</b> Children can read short passages relating to the topics above.</p> <p>They could begin to answer questions using one word answers.</p> <p><b>Writing</b></p>	<p><b>Corresponds to Core Unit 3</b></p> <p><b>Listening</b> Children can listen to short dialogues using vocabulary already learnt. They can begin to answer simple questions based on what they have listened to. Children can respond to classroom commands/ greetings with growing fluency.</p> <p><b>Speaking</b> Children to learn and use vocab relating to: *Months of the Year *Birthdays *Body Parts *Items of Clothing *Numbers 20-31</p> <p>Children can respond to questions and statements with more fluency related to the topics learned.</p> <p>Pronunciation is beginning to improve.</p> <p><b>Reading</b> Continue to build the skill of reading short passages related to the topic and answering short questions with short answers.</p> <p><b>Writing</b> Written activities include:</p>	<p><b>Corresponds to Animals</b></p> <p><b>Listening</b> Children can listen to short dialogues using vocabulary already learnt. They can answer simple questions with a short sentence based on what they have listened to. Children can respond to classroom commands/ greetings with greater fluency.</p> <p><b>Speaking</b> Children to learn and use vocab relating to: *Animals *Habitats</p> <p>They will develop the knowledge to: *Ask questions about pets *Use adjectives in French to describe an animal beginning to understand gender agreement.</p> <p>Pronunciation continues to improve.</p> <p><b>Reading</b> Continue to build the skill of reading</p>	<p><b>Corresponds to Food</b></p> <p><b>Listening</b> Children can listen to dialogues based on the topics they have learnt and are learning. They are beginning to pick out key words to help them respond to questions.</p> <p><b>Speaking</b> Children to learn and use vocab relating to: *Food *Likes and Dislikes (Related to food) *Cutlery</p> <p>They will develop the knowledge to say what they WOULD like (conditional tense) to eat.</p> <p>Ideas: Role play a restaurant, shop to practise ordering food.</p> <p><b>Reading</b> Continue to build the skill of reading slightly longer passages related to the topic and answering questions with short answers with confidence.</p>	<p><b>Corresponds to At School</b></p> <p><b>Listening</b> Children can listen to dialogues based on the topics they have learnt and are learning. They are able to pick out key words to help them respond to questions.</p> <p><b>Speaking</b> Children to learn vocab relating to: *School *Inside a Pencil Case *How you travel to school *School Subjects *Time</p> <p>Children will be able to ask and respond to questions relating to time, what their favourite or least favourite subject is, how they get to school etc.</p> <p>Play games such as "What Time is it Mr Wolf?"</p> <p><b>Reading</b> Continue to build the skill of reading slightly longer</p>

	<p><u>Reading</u> Children can read short phrases related to:</p> <ul style="list-style-type: none"> <li>*Greetings</li> <li>*Names and ages</li> <li>*Numbers 0-10</li> <li>*Immediate Family</li> </ul> <p>Children can read aloud with a good attempt at pronunciation.</p> <p><u>Writing</u> Children can write short phrases relating to the vocabulary learned in this topic. e.g..</p> <ul style="list-style-type: none"> <li>*Make a comic introducing themselves, their age and where they are from.</li> <li>*Draw a family tree, introducing each member of their family.</li> </ul>	<p>Children <b>to begin to</b> understand that in French:</p> <ul style="list-style-type: none"> <li>*There are different pronouns for he/she and that verbs have different forms when talking about 'I', 'You', 'We' etc.</li> <li>*That adjectives usually come after the noun and agree with the gender of a word.</li> <li>*That nouns have a gender.</li> </ul> <p>Children to begin to write short sentences that are phonetically plausible in French related to the topic.</p>	<ul style="list-style-type: none"> <li>*labelling a body correctly with the French names for body parts.</li> <li>* Children to write about their own fictional monster describing the body parts and their colour.</li> </ul> <p>Children to continue to begin to understand the different pronouns and verb forms.</p> <p>Spelling may not always be correct.</p>	<p>slightly longer passages related to the topic and answering questions with short answers mostly with confidence.</p> <p><u>Writing</u> Written activities include:</p> <ul style="list-style-type: none"> <li>*Dictionary work to look up animals that live in certain habitats.</li> <li>*Draw an animal/pet and describe them using vocab learnt relating to body parts, colours and likes and dislikes.</li> </ul> <p>Children to begin to write longer sentences that are mostly spelled correctly in French related to the topic.</p>	<p>Children to be able to read and understand simple cooking instructions.</p> <p><u>Writing</u> Written activities include:</p> <ul style="list-style-type: none"> <li>*Dictionary work to create their dream pizza</li> <li>*Describing what people are eating in pictures using I, He or She and the corresponding conjugation of the verb. (Depending on ability of children).</li> </ul> <p>Have a French snack time or breakfast to try different French foods. Children to draw and write about what happened and what they liked or disliked from the food tasting.</p>	<p>passages related to the topic and answering questions with short answers with confidence.</p> <p><u>Writing</u> Written activities include:</p> <ul style="list-style-type: none"> <li>*Labelling stationary inside the classroom using stickers.</li> <li>*Writing questions/statements related to French stories.</li> </ul>
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**Project and Display:**

[Research a French speaking country.](#)

FRANCE

Use IT equipment to find out answers to the children's key questions.

Research:

Capital city

Language  
 Flag  
 Who leads the country? Do they have a royal family too?  
 Tourist Landmarks  
 Differences in school?  
 Differences in daily life e.g. dinner, food etc  
 Listen to French music-do they like it?  
 Weather

**Listening and Responding:**

Listen to French people speaking about their name, age and where they live.  
 Answer simple questions based on what they have listened to.

Listen to simple French stories

<https://www.thefrenchexperiment.com/stories>

**Speaking opportunities:**

Discuss (in French) what they like and dislike about France based on their research.  
 Make a tourist poster advertising why you should visit France.

**Reading and Responding:**

Look at authentic sources

(if possible, we could look into it) Children's books or tourist material to see if they can understand or pick out words they know.

**Writing**

Make a tourist poster advertising why you should visit France.  
 Write about what you have found out, what you like, dislike.

<p>Year 4</p> <p>Using CGP Salut! Resources</p>	<p><b><u>Corresponds to Playtime</u></b>  <a href="#">Listening</a>          Children can answer simple questions by picking out familiar language and the key words in a dialogue.</p> <p>They can respond with a simple response using language familiar to them.</p> <p><a href="#">Speaking</a></p>	<p><b><u>Corresponds to My Home</u></b>  <a href="#">Listening</a>          Children can begin to understand simple stories or poems in French by picking out and understanding the key words and familiar language.</p> <p>They begin to be able to pick out the gender of a noun by listening</p>	<p><b><u>Corresponds to My Town</u></b>  <a href="#">Listening</a>          Children begin to understand that the structure of French sentences differs to that in English.</p> <p>Children continue to build skills in understanding spoken French stories and poems.</p> <p><a href="#">Speaking</a>          Children to learn vocab relating to:          *Cost and Prices</p>	<p><b><u>Corresponds to Describing People</u></b>  <a href="#">Listening</a>          Children can answer simple questions by picking out familiar language and the key words in a dialogue.</p> <p>They can respond with a response using key vocabulary already learnt related to the topic.</p>	<p><b><u>Corresponds to The Body</u></b>  <a href="#">Listening</a>          They can usually pick out the gender of a noun by listening to the article used before it.          i.e. 'le' 'la' 'un' or 'une'.</p> <p><a href="#">Speaking</a>          Children to learn vocab relating to:          *Parts of the face</p>	<p><b><u>Corresponds to Sport</u></b>  <a href="#">Listening</a>          Children can begin to recognise who is being talked about in a sentence by picking out the key pronoun. E.g. 'je' for I, 'elle' for she, 'il' for he etc.</p> <p><a href="#">Speaking</a>          Children to learn vocab relating to:          *Sports          *Expressing likes</p>
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	<p>Children to learn vocab relating to:          *Commands          *Playground Equipment          *Playground Games          *What and Where they like to play</p> <p>Grammar:          *Using 'j'aime' with another verb. (infinitives)</p> <p>Children can ask for simple opinions and give their own (likes and dislikes)</p> <p>Children can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions for a playground game.</p> <p><u>Reading</u>          Children can read aloud a simple rhyme, song or story to their class with a good attempt at pronunciation.</p> <p>Children can build on skills learnt in Year 3 using a bilingual dictionary to find the French translation of English words.</p>	<p>to the article used before it.          i.e. 'le' 'la' 'un' or 'une'.</p> <p><u>Speaking</u>          Children to learn vocab relating to:          *Their home (where they live)          *Objects in the kitchen          *Rooms and Furniture items          *Daily Routines.</p> <p>Children can say a few sentences to describe where they live.</p> <p>Children can say a few sentences about the things they do. E.g. their daily routine, hobbies, likes and dislikes.</p> <p><u>Reading</u>          Children can follow and understand a familiar written text, reading and listening at the same time.</p> <p><u>Writing</u>          Children can express their opinions using simple sentences.</p> <p>Children can write a few simple sentences about the things they</p>	<p>*Names of shops          *Items you would find in a shop          *Directions          *Things in your town</p> <p>Children can begin to say several sentences from memory.</p> <p>Children can usually use the plural form of articles correctly. i.e. 'les' or 'des'.</p> <p><u>Reading</u>          Children can, when reading a short text, recognise common sentence and word order patterns in French.</p> <p><u>Writing</u>          Children can write a few simple sentences to describe where they live, from memory.</p> <p>Children can use a model to write sentences in the first person.          Examples of written/practical work include:          *Creating a town from boxes and materials, labelling it and presenting it to the class in groups.</p> <p>*Writing a detailed description of what is in their town alongside illustrations.</p>	<p><u>Speaking</u>          Children to learn vocab relating to:          *Describing features like hair and eyes (adjectives and colours)          *Personality          *Clothing</p> <p>Grammar:          *Using 'il' and 'elle' with 'être' and 'avoir'.</p> <p>Children can describe things using simple adjectives.</p> <p>Children can give short descriptions of other people, including their family and friends.</p> <p><u>Reading</u>          Children can build on skills learnt in Year 3 using a bilingual dictionary to look up the meaning in English of unfamiliar words in French.</p> <p><u>Writing</u>          Children can complete written sentences by adding letters, words and phrases.</p> <p>Children can write a few simple sentences about other people,</p>	<p>*When something hurts          *Fairy tale characters          *Fairy tale settings</p> <p>Grammar:          *Using verbs in the first person.</p> <p>Children can recite a simple rhyme or song from memory.</p> <p>Children can use the correct article most of the time to match the gender of the noun.</p> <p><u>Reading</u>          Children can identify the gender of a French noun from its article.</p> <p><u>Writing</u>          Children can use the correct article most of the time to match the gender of the noun in their writing.</p> <p>Children can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.          Examples of written work include:</p>	<p>*Specific vocab for football and tennis matches</p> <p>Grammar:          Use of the verb 'savoir' (to know something)</p> <p>Children can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.</p> <p>Children can say full sentences from memory, with accurate pronunciation, so that others can understand me.</p> <p><u>Reading</u>          Children can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.</p> <p>Children can recognise the first, second and third person singular forms of some common verbs in the present tense.</p> <p><u>Writing</u>          Children can write the correct form of some common verbs in the</p>
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	<p><u>Writing</u> Children can write responses to spoken language using short phrases and simple sentences.</p> <p>Children can use their knowledge of French phonics to help them spell familiar words.</p> <p>Children can write a few simple sentences about themselves, including their name and age, from memory.</p> <p>Examples of written work include: *A script for 'Jacques a dit...' *Wish list for what you would like in the playground.</p>	<p>do, e.g. their daily routine or hobbies, from memory.</p> <p>Children can write a few simple sentences to describe where they live, from memory.</p> <p>Examples of written work include: *A floor plan of their home with labelled rooms and furniture. *Descriptions of their house and what is inside it.</p>		<p>including their family and friends, from memory.</p> <p>Examples of written work include: *Drawing a self-portrait of their whole body and then describing themselves and what they are wearing in full sentences. *Using other self-portraits of their friends to describe them and what they are wearing in full sentences.</p> <p>*Describing characters from a story. Looks and personality in full sentences.</p>	<p>*Draw a body and label it with the correct French names. *Draw and label French Fairy Tale characters. *Describe the characters using adjectives looked up in a dictionary. Write in full sentences.</p>	<p>first person present tense, e.g. 'je suis'.</p> <p>Examples of written work include: *Research a famous sportsperson and write about them in French. *Draw themselves playing a favourite sport and write some sentences about it. What it is, why you like it etc.</p>
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**Project and Display:**

[Research a French speaking country.](#)

Canada

Use IT equipment to find out answers to the children's key questions.

Research:

Capital city

Language/s

Flag  
 Who leads the country? Do they have a royal family too?  
 Tourist Landmarks  
 Differences in school?  
 Differences in daily life e.g. dinner, food etc  
 Listen to music-do they like it?  
 Weather

**Listening and Responding:**

Listen to people speaking about their name, age and where they live, the weather, sport and family  
 Answer simple questions based on what they have listened to.

Listen to simple French stories

<https://www.thefrenchexperiment.com/stories>

**Speaking opportunities:**

Discuss (in French) what they like and dislike about Canada based on their research.

Would they like to go there?

**Reading and Responding:**

Look at authentic sources

(if possible, we could look into it) Children's books or tourist material to see if they can understand or pick out words they know.

**Writing**

Make a detailed tourist poster advertising why you should visit Canada.

Write about what you have found out, what you like, dislike.

<p>Year 5</p> <p>Using CGP Salut! Resources</p>	<p><b><u>Corresponds to 'On Holiday'</u></b>  <a href="#">Listening</a>          Children can begin to understand the main points, including simple opinions, from a spoken passage that contains some unfamiliar language.</p> <p>They can pick out key vocabulary related to the topic and answer questions using full sentences.</p>	<p><b><u>Corresponds to 'Eating Out'</u></b>  <a href="#">Listening</a>          Children can begin to understand the main points from a spoken story or poem, which contains some unfamiliar language.</p> <p>Children are starting to understand the difference between 'le'/'la' and 'un'/'une' in spoken French.</p>	<p><b><u>Corresponds to 'Hobbies'</u></b>  <a href="#">Listening</a>          Children can understand the main points, including simple opinions, from a spoken passage that contains some unfamiliar language.</p> <p>Children are starting to recognise and understand the difference between 'mon', 'ma' and 'mes' in spoken French.</p> <p><a href="#">Speaking</a>          Children learn vocab relating to:</p>	<p><b><u>Corresponds to 'A School Trip'</u></b>  <a href="#">Listening</a>          Children can understand the main points from a spoken story or poem, which contains some unfamiliar language.</p> <p><a href="#">Speaking</a>          Children learn vocab related to:          *The perfect past tense</p>	<p><b><u>Corresponds to 'Seasons'</u></b>  <a href="#">Listening</a>          Children can understand the difference between 'le'/'la' and 'un'/'une' in spoken French.</p> <p><a href="#">Speaking</a>          Children learn vocab relating to:          *The names of Seasons          *Talking about Seasonal Activities          *Saying the date and when their birthday is</p>	<p><b><u>Corresponds to 'The Environment'</u></b>  <a href="#">Listening</a>          Children can recognise and understand the difference between 'mon', 'ma' and 'mes' in spoken French.</p> <p><a href="#">Speaking</a>          Children learn vocab relating to:          *Garden animals          *Weather          *Garden activities          Recycling</p>
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	<p><u>Speaking</u> Children learn vocab relating to: *Countries *Holiday Accommodation *Vocab related to the zoo, beach and theme park *Using the perfect past tense</p> <p>Children can join in with a short, continuous conversation, including giving simple opinions.</p> <p>Children can begin to adapt familiar sentences by changing a few words. E.g. about likes and dislikes.</p> <p>Examples of spoken work: *A survey of favourite zoo animals Chn to present the favourite of x amount of people is... L'animal prefere de x personnes est le/la _____.</p> <p><u>Reading</u> Children can read aloud a short story containing</p>	<p><u>Speaking</u> Children learn vocab relating to: *Asking for items in a shop or restaurant *asking how much things cost *Basic weights *How to order for others in a restaurant.</p> <p>Children can present a short talk on a familiar topic and present it with confidence and clarity. Some with support.</p> <p>Children can sing a familiar song clearly and confidently with correct pronunciation.</p> <p><u>Reading</u> Children can understand the main points from a short written text, which contains some unfamiliar language.</p> <p>Children can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand them. *Reading example menus in French,</p>	<p>*Hobbies *Music &amp; giving <b>a variety</b> of opinions *what musical instruments they play *types of films</p> <p>can describe what people are doing or like to do.</p> <p>Children can prepare and present a short talk about a person, place or thing.</p> <p><u>Reading</u> Children can read and pronounce unfamiliar written words accurately, using their knowledge of French phonics.</p> <p>Read the unit's story aloud and recognise and understand some of its key points without reading the English text.</p> <p><u>Writing</u> Children can write several sentences from memory to describe a place, person or thing with some confidence.</p> <p>Examples of written work include: *Create their own word search using vocab related to hobbies *Make a class survey of pupil's favourite hobbies. Children can create a poster/graph of their findings in French and then present it.</p>	<p>*The future tense *Common verbs *Vocab related to a trip to the museum and countryside</p> <p>Children can begin to use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.</p> <p>Children can begin to use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'</p> <p><u>Reading</u> When reading children can recognise that adjectives' endings often change to match the noun they're describing.</p> <p><u>Writing</u> Children can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.</p>	<p>*Naming craft materials *Following craft instructions</p> <p>When speaking, children can use 'le'/'la' and 'un'/'une' correctly.</p> <p>Children can use what I have learnt about the structure of French sentences to build new ones using the same model.</p> <p><u>Reading</u> When reading children can understand the difference between 'le'/'la' and 'un'/'une'.</p> <p>Children begin to notice that some nouns have irregular plurals.</p> <p><u>Writing</u> Children can use the correct article to match the gender of a noun.</p> <p>Examples of written work include: *Using a paper plate create a seasons wheel with an arrow in the middle that spins, label the seasons in French.</p>	<p>Children can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.</p> <p>Children can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'</p> <p><u>Reading</u> When reading children can recognise the meaning of 'mon', 'ma' and 'mes'.</p> <p>Children notice that some nouns have irregular plurals.</p> <p><u>Writing</u> Children can use some simple sentence structures that differ from English in their writing.</p> <p>Examples of written work include: *Children to write sentences about the weather based on a weather map of the UK. E.g. Il fait froid a Manchester et ..</p>
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	<p>familiar language, clearly and with expression. *Read holiday brochures</p> <p><u>Writing</u> Children can write several sentences from memory.</p> <p>Children can begin to adapt familiar written sentences by changing a few words.</p> <p>Examples of written work: *What they saw at the zoo using the perfect past tense. *Write about their perfect holiday – what would it be like? Where would they go etc *Design a theme park and label using sentences.</p>	<p>What would they order?</p> <p><u>Writing</u> Children can write some sentences from memory to describe a place, person or thing.</p> <p>Examples of written work can include: *A menu for drinks in a café in French *Label the ice cream sundae they have drawn using the French they have learnt.</p> <p>Focus on feminine and masculine nouns. Focus on using il and elle correctly.</p>	<p>*Rewrite the class story in French (from this unit) with different activities and then illustrate it.</p>	<p>Children can write several sentences from memory to describe what other people do, or like doing.</p> <p>Examples of written work can include: *Make a class survey of pupil's favourite things to do on the bus (for a trip). Children can create a poster/graph of their findings in French and then present it. *Research a museum and write some notes in English, try to translate them into French. *Think of their own school trip, write some sentences about it and present to the class.</p>	<p>*Have an autumn/ winter scene with pictures of vocab learnt – chn write in sentences what they can see –e.g. je peux voir un cadeau en hiver. *Look up and make a list of vocab about other holidays – Harvest or Halloween using bilingual dictionaries.</p>	<p>*Draw a pond food chain and label it writing in full sentences in French. *Negative sentence practise *Translation</p>
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**Project and Display:**

[Research a French speaking country.](#)

Madagascar

Use IT equipment to find out answers to the children's key questions.

Research:

Capital city

Language

Flag

Who leads the country? Do they have a royal family too?

Tourist Landmarks  
 Differences in school?  
 Differences in daily life e.g. dinner, food etc  
 Listen to music-do they like it?  
 Climate?  
 Animals?  
 Culture?

**Listening and Responding:**

Listen to people speaking about their family, school, food, likes and dislikes.  
 Answer questions based on what they have listened to.

Listen to simple stories  
<https://www.thefrenchexperiment.com/stories>

**Speaking opportunities:**

Discuss (in French) what they like and dislike about Madagascar based on their research.  
 Discuss what animals live there, are they interesting, why etc.

**Reading and Responding:**

Look at authentic sources

(if possible, we could look into it) Children's books or tourist material to see if they can understand or pick out words they know.

**Writing**

Make a PowerPoint or leaflet about Madagascar detailing the weather, capital city, flag, animals and interesting facts.  
 Write about what you have found out, what you like, dislike, would you go there?

<p>Year 6</p> <p>Using CGP Salut! Resources</p>	<p><b><u>Corresponds to 'Actions'</u></b>  <a href="#">Listening</a>          Children to consolidate the skills from Year 5 to be able to understand the main points, including simple opinions, from a spoken passage that contains some unfamiliar language.</p> <p>Children to consolidate the skills from Year 5 to be able to understand the main points from a</p>	<p><b><u>Corresponds to 'In France'</u></b>  <a href="#">Listening</a>          Children to consolidate the skills from Year 5 to be able to understand the main points, including simple opinions, from a spoken passage that contains some unfamiliar language.</p> <p>Children to consolidate the skills from Year 5 to be able to understand the main points from a</p>	<p><b><u>Corresponds to 'Family'</u></b>  <a href="#">Listening</a>          Children to consolidate the skills from Year 5 to be able to understand the main points, including simple opinions, from a spoken passage that contains some unfamiliar language.</p> <p>Children to consolidate the skills from Year 5 to be able to understand the main points from a spoken story or poem, which contains some unfamiliar language.</p> <p><a href="#">Speaking</a></p>	<p><b><u>Corresponds to 'A Weekend with Friends'</u></b>  <a href="#">Listening</a>          Children can begin to understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p> <p>Children can begin to understand the main points and some of the</p>	<p><b><u>Corresponds to 'The Future'</u></b>  <a href="#">Listening</a>          Children are working to understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p> <p>Children are working to understand the main points and some of the detail from a spoken story or poem, which</p>	<p><b><u>Corresponds to 'Jobs'</u></b>  <a href="#">Listening</a>          Children can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p> <p>Children can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.</p>
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	<p>spoken story or poem, which contains some unfamiliar language.</p> <p><u>Speaking</u> Children to revise and practise vocab relating to: *Actions (physical like looking, jumping, running etc) *Emotions (laughing, smiling, crying etc). *Action verbs in the first person *Action verbs in the third person singular *Some adverbs *Naming craft materials *The perfect past tense in the third person singular form</p> <p>Children can, using skills previously learnt, use a range of spoken language confidently, using accurate pronunciation and intonation.</p> <p>Children can use French articles with accuracy and confidence.</p> <p><u>Reading</u> Children can understand the main points and some of the</p>	<p>spoken story or poem, which contains some unfamiliar language.</p> <p><u>Speaking</u> Children to revise and practise vocab relating to: *Learning where some French cities are located in France *Talking about tourist attractions in Paris *Learning about French-speaking countries *Naming popular French foods</p> <p>Children can use familiar words and sentence structures to construct new sentences.</p> <p><u>Reading</u> Children are beginning to recognise that some verbs are irregular.</p> <p><u>Writing</u> Children can write some regular French nouns in the singular and plural form.</p> <p>Examples of written work include:</p>	<p>Children can develop a simple sketch or role-play and perform it to my class or an assembly. **Theatre Sans Frontieres** <a href="https://www.tsf.org.uk/schools-creative-learning">https://www.tsf.org.uk/schools-creative-learning</a></p> <p><u>Reading</u> Children to learn vocab relating to: *Naming extended family members *Saying how many siblings they have *Talking about the household tasks they do and have done *Forming sentences using "on" *Vocabulary associated with birthday parties</p> <p>Children can recognise with confidence that some verbs are irregular.</p> <p>Children can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p> <p><u>Writing</u> Children can write the correct forms of some simple adjectives with a noun, using an example sentence.</p> <p>Examples of written work include: *describing your extended family with illustrations</p>	<p>detail from a spoken story or poem, which contains some unfamiliar language.</p> <p><u>Speaking</u> Children to learn vocab relating to: * Talking about activities that they might do at the weekend *Expressing what they would and wouldn't like to do *Asking others if they would like to do something *Naming foods associated with midnight feasts *Giving a reason for accepting or declining an invitation</p> <p>Children can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.</p> <p>Children can use familiar words and</p>	<p>contains some unfamiliar language.</p> <p><u>Speaking</u> Children to learn vocab relating to: *The future tense in the first, second and third person singular and first person plural *Using adjectives to compare people *More ways to describe how they are feeling</p> <p>Children can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations</p> <p><u>Reading</u> Children can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense.</p> <p><u>Writing</u> Children can use the rules they know about building sentences in French to create new sentences using different vocabulary.</p>	<p><u>Speaking</u> Children to learn vocab relating to: *Naming a number of jobs in French *Saying what they want to be when they're older *Naming some workplaces *Saying vocabulary linked to space stations and fire stations</p> <p>Children can begin to talk about what they are going to do using the future tense.</p> <p>Children can begin to use the past tense to talk about what they have done.</p> <p><u>Reading</u> Children can recognise the future tense of some common verbs when reading.</p> <p>Children can recognise the past tense of some common verbs when reading.</p> <p><u>Writing</u> Children can write simple sentences using</p>
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	<p>detail from a short written text, which contains some unfamiliar language.</p> <p><u>Writing</u> Children can use French articles with accuracy and confidence in their writing.</p> <p>Examples of written work include: *Sentences using an action verb and adverb e.g. Elle chante beaucoup. (She sings a lot) *Question and Answer * Drawing treasure maps and labelling them. More advanced pupils could write some instructions</p>	<p>*Research Avignon and create a poster/leaflet for the town *Chn to mark places and rivers on blank maps of France (CCLinks to Geography and Mapmaking skills) *Research key landmarks e.g. Eiffel Tower, Le Louvre etc and write a fact file. Translate into French as much as is possible.</p>	<p>*writing questions about families using the polite you version 'vous' instead of 'tu' *Forming and writing sentences about housework jobs in both the present and past tense verbs also using the ne....pas for negative answers. *draw and label a picture of the perfect weekend with your family *write a paragraph about what you did with your family last weekend using the past tense. *Dictionary work *Translation of 'Cendrillon' story</p>	<p>sentence structures to construct new sentences.</p> <p><u>Reading</u> Children can recognise and understand some basic meanings of 'on' in French.</p> <p><u>Writing</u> Children can construct a short text to describe a place, person or thing, using more complex sentences.</p> <p>Examples of written work include: *Chn to draw what they want to do this weekend and the write sentences underneath. *Prepare (writing) a role play with a partner, between two friends planning their weekend. Chn should then present it to the class (speaking). *Chn to carry out a survey of what chn in class like to do at a slumber party. Chn to present data and write full sentences in French to outline their findings.</p>	<p>Children can write the correct form of some irregular verbs in the first and third person singular.</p> <p>Examples of written work include: *Completing grammatical sentences using the correct conjugation of the verb aller in the simple future tense. *Write sentences in the future tense about what they are going to do this weekend. Could also prepare a roleplay in pairs of two chn having a conversation about the same topic. Chn to perform in front of the class. *Using comparative language in descriptive sentences i.e. X is more ..... than *Make a wordserach using adjectives learnt in the lesson *Dictionary work</p>	<p>the future tense with help.</p> <p>Children can write simple sentences using the past tense with help.</p> <p>Children can write a short passage from memory, including longer or more complex sentences.</p> <p>Examples of written work include: *Draw a picture of themselves when they are older, label their chosen profession and write a full sentence about their chosen job. Could extend more able pupils to say why they want to do this job. *Write sentences to describe the job and workplace e.g. l'infirmier travaille a l'hopital *Draw the space station and label key vocab items in French *finding third person singular conjugated verbs in present and future tenses in written extracts. *Writing a short paragraph describing what a firefighter does.</p>
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				*Chn to draw what they eat at a midnight feast and write sentences in French in the past tense to match it.		
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**Project and Display:**

[Research a French speaking country.](#)

Monaco

Use IT equipment to find out answers to the children's key questions.

Research:

Capital city

Language

Flag

Who leads the country? Do they have a royal family too?

Tourist Landmarks

Differences in school?

Differences in daily life e.g. dinner, food etc

Listen to music-do they like it?

Climate

Sport

**Listening and Responding:**

Listen to people speaking about their culture (school, Food, Family)

Answer simple questions based on what they have listened to.

Listen to simple French stories

<https://www.thefrenchexperiment.com/stories>

**Speaking opportunities:**

Discuss (in French) what they like and dislike about Monaco based on their research.

**Reading and Responding:**

Look at authentic sources

(if possible, we could look into it) Children's books or tourist material to see if they can understand or pick out words they know.

### Writing

Make an information leaflet about Monaco for tourists detailing the climate, interesting facts, places to see and things to do.  
Write about what you have found out, what you like, dislike.