



## **French Coverage and Progression of Substantive and Disciplinary Skills and Knowledge - Key Stage 2 2024 - Version 3**

### Introduction:

French is taught across Key Stage 2 by a designated teacher with a specialist background in French. Each pupil has a dedicated French book containing some evidence of their learning. Teaching is based on Primary Languages Network progression structure and resources, which has been developed by specialists. The subject leader regularly attends training provided by this organisation to develop their own subject and leadership knowledge. In Year 6, previous learning culminates to Wider Curriculum Days which are planned to broaden their experience of France alongside using the language in real situations, for example ordering food in a cafe and tasting traditional French foods. We find this approach enables the pupils to recall learning and live that learning in context.

The overview, below, includes some key Golden Threads to consider, eg. Numbers, Foods, Body parts, which are revisited throughout KS2 to build upon prior knowledge and expand children's knowledge and understanding of these threads.

## Penistone St John The Baptist CE Primary School



### Overview of MFL curriculum 2024/25

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	A new start (greetings, numbers and colours)	Calendar (days of the week and months)	Animals	French traditions Number recap (inc. dates)	Fruit and vegetables	Going on a picnic (food items and asking questions)
<b>Year 4</b>	Recap greetings, numbers, days and months. Classroom objects.	Classroom commands. Places in town.	Family members. Parts of the face.	Face and body parts.	I don't feel well. Jungle animals.	The weather.
<b>Year 5</b>	Talking about us. School subjects.	Time in the city	Healthy eating (fruits and vegetables) Going to the market.	Clothes.	Space (inc. planets)	Going to the seaside.
<b>Year 6</b>		Theme Day 1 -Talking about me. - Numbers to 60. - Everyday life.		Theme Day 2 - Playing and enjoying sport.		Theme Day 3

### Core Elements of French Lessons

Following Ofsted recommendations, within each lesson the 4 key elements are included, which are: Speaking, Listening, Reading, and Writing

## Penistone St John The Baptist CE Primary School



Our goal is to foster enthusiasm for language learning at an early age so the children are exposed to a wide range of good quality examples of all the above elements. They are given frequent opportunities to repeat and consolidate key learning, including the use of fun activities such as songs, rhymes and games.

**Speaking:** They have plenty of opportunities to practice their speaking in a range of contexts and to a variety of audiences. This could include speaking chorally in a group, talking to a partner, demonstrating to the class and recording on Chatterpix.

**Listening:** We use the native French speaking clips from PLN to ensure that the children are hearing accurate pronunciation. They are challenged to listen for particular words and phrases within sentences to extend their understanding.

**Reading:** Short sentences of French, including key vocabulary, are regularly presented to the children. They use their translation and comprehension skills to tease out the core meaning and to explain in English.

**Writing:** Children use key phrases to write simple sentences. These may be given as sentence stems and more able pupils will be encouraged to challenge and extend their ideas.

Every lesson includes writing the date in French, with accompanying discussion of the spelling, grammar and punctuation of the French format.

### Progression in MFL Skills and Knowledge

Year 3: A New Start - Autumn 1		
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )	
<ul style="list-style-type: none"> <li>• Know greetings in French.</li> <li>• Know how to ask and answer about feelings in French</li> <li>• Know how to say, recall, identify numbers between 1 and 10 in French</li> <li>• Know how to write some colours in the French</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Identify key sounds</li> <li>• Ask question with intonation.</li> <li>• Read some familiar target language words.</li> <li>• Copywrite familiar target language words</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can say a simple greeting</li> <li>• Can respond to a simple question</li> </ul>	<b>Greetings:</b> Salut - Hi	<b>Numbers:</b> zéro - 0

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can ask about a name or feelings</li> <li>• Can attempt a question about name or feelings</li> <li>• Can remember some numbers between 0-10</li> <li>• Can say at least 4 colours</li> </ul>	<p>Bonjour – good morning/hello          Bonne après-midi – good afternoon          À bientôt – see you soon          Au revoir- good bye</p> <p><b>Colours:</b>          bleu- blue          blanc-white          rouge-red          noir-black          jaune-yellow          vert -green</p>	<p>un – 1          deux- 2          trois - 3          quatre- 4          cinq - 5          six - 6          sept - 7          huit- 8          neuf - 9          dix- 10</p>
Phonics Opportunities and Sound Spelling within the Unit:		Grammar Opportunities within the Unit:
<ul style="list-style-type: none"> <li>• Silent letters ç/é/h</li> <li>• Sound spelling oi/ix/eu/ou</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation when asking a question.</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• Comment ça va?- how are you?</li> <li>• Ça va bien – I am feeling good</li> <li>• Ça va très bien – I am feeling really good</li> <li>• Ça va comme çï, comme ça- I am feeling okay</li> <li>• Ça va mal- I am not feeling good</li> <li>• Ça va très mal- I am feeling really bad</li>   <li>• Comment t’appelles –tu?- What are you called?</li> <li>• Je m’appelle.... I am called.....</li>   <li>• C’est de quelle couleur?- What colour is it?</li> </ul>		

## Penistone St John The Baptist CE Primary School



Prior learning to build on:	Future linked learning
<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3: Spring 1 and 2, Year 4: Autumn 1, Year 6: Autumn 1</li> </ul>

<b>Year 3: The Calendar - Autumn 2</b>			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Know colours</li> <li>• Know simple commands in class</li> <li>• Know days of week Months of year</li> <li>• <b>Culture</b>: Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently</li> <li>• Identify key sounds</li> <li>• Ask question with intonation.</li> <li>• Take risks/positive attitude</li> <li>• Listen attentively</li> <li>• Make educated guesses</li> <li>• Make links with other languages.</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>• Can read and say some adjectives of colour</li> <li>• Can recognise and say one day of the week</li> <li>• Can attempt to copywrite accurately a day of the week</li> <li>• Can recognise and say most months</li> <li>• Can attempt to write accurately an important month of the year</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>Days of the Week:</b>  lundi - Monday  mardi- Tuesday  mercredi - Wednesday  jeudi- Thursday  vendredi- Friday  samedi - Saturday  dimanche- Sunday</p> </td> <td style="vertical-align: top;"> <p><b>Months:</b>  janvier- January  février- February  mars- March  avril- April  mai- May  juin- June  juillet- July  août- August  septembre – September  octobre – October  novembre – November  décembre - December</p> </td> </tr> </table>	<p><b>Days of the Week:</b>  lundi - Monday  mardi- Tuesday  mercredi - Wednesday  jeudi- Thursday  vendredi- Friday  samedi - Saturday  dimanche- Sunday</p>	<p><b>Months:</b>  janvier- January  février- February  mars- March  avril- April  mai- May  juin- June  juillet- July  août- August  septembre – September  octobre – October  novembre – November  décembre - December</p>
<p><b>Days of the Week:</b>  lundi - Monday  mardi- Tuesday  mercredi - Wednesday  jeudi- Thursday  vendredi- Friday  samedi - Saturday  dimanche- Sunday</p>	<p><b>Months:</b>  janvier- January  février- February  mars- March  avril- April  mai- May  juin- June  juillet- July  août- August  septembre – September  octobre – October  novembre – November  décembre - December</p>		
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:		

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Silent letters e Pronunciation i</li> <li>• Sound spelling ou/di/eux/ez</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation when asking a question.</li> </ul>
Question and Answer Bank	
C'est quel jour aujourd'hui?- What day is it today?	
C'est quand ton anniversaire?- When is your birthday?	
Prior learning to build on:	Future linked learning
<ul style="list-style-type: none"> <li>• Year 3: Autumn 1</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4: Autumn 1, Year 6: Autumn 1</li> </ul>

Year 3: Animals Spring 1			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Know and remember and say animal nouns</li> <li>• Know and write a simple sentence about a favourite animal</li> <li>• Know a noun in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use memory hooks to help remember.</li> <li>• Speak confidently (words and phrases)</li> <li>• Imitate pronunciation</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Actions to aid memory</li> <li>• Make links with English and home languages.</li> <li>• Practise with a friend</li> <li>• Write simple sentences using a model.</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>• Can remember and say animal nouns</li> <li>• Can write a simple sentence about a favourite animal</li> <li>• Can recognise a noun in a sentence</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Animals:</b>                      Un chat (a cat)                      Un chien (a dog)                      Un poisson (a fish)                      Un cheval (a horse)                      Un lapin (a rabbit)                 </td> <td style="vertical-align: top;">                     Un mouton (a sheep)                      Un serpent (a snake)                      Un oiseau (a bird)                      Une vache (a cow)                      Une souris (a mouse)                 </td> </tr> </table>	<b>Animals:</b> Un chat (a cat) Un chien (a dog) Un poisson (a fish) Un cheval (a horse) Un lapin (a rabbit)	Un mouton (a sheep) Un serpent (a snake) Un oiseau (a bird) Une vache (a cow) Une souris (a mouse)
<b>Animals:</b> Un chat (a cat) Un chien (a dog) Un poisson (a fish) Un cheval (a horse) Un lapin (a rabbit)	Un mouton (a sheep) Un serpent (a snake) Un oiseau (a bird) Une vache (a cow) Une souris (a mouse)		

## Penistone St John The Baptist CE Primary School



Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/s</li> <li>• Pronunciation é</li> <li>• Sound spelling ou/in/oi/est/eau/qui/ch</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a noun</li> <li>• Aware of plural nouns</li> <li>• Nouns using indefinite article “a” (un/une).</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• J’aime .. – I like</li> <li>• Mon animal préféré est .... My favourite animal is....</li> <li>• Quel est ton animal préféré? – What is your favourite animal?</li> </ul>		
Prior learning to build on:	Future linked learning	
•	• Year 4: Summer 1 Jungle Animals	

Year 3: French traditions and Number recap Spring 2		
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )	
<ul style="list-style-type: none"> <li>• Know numbers 0-11.</li> <li>• Know colours.</li> <li>• Know, ask and answer “How old are you?”</li> <li>• Know how to read and write dates in French.</li> <li>• <b>Culture</b>: Carnival</li> <li>• <b>Culture</b> :Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions to aid memory</li> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Positive attitude</li> <li>• Imitate pronunciation</li> <li>• Make links with English and home languages.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can recall numbers 0-11</li> <li>• Can recall personal info questions from Autumn 1</li> <li>• Can say age</li> </ul>		

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can recall some months of year</li> <li>• Can recall some days of week</li> <li>• Can attempt to say and write the date</li> </ul>		
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/s</li> <li>• Sound spelling in/oi/ch/qu</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation when asking a question.</li> <li>• Forming a question in French.</li> <li>• Forming the date in French</li> </ul>	
Question and Answer Bank		
•		
Prior learning to build on:	Future linked learning	
•	•	

Year 3: Fruit and Vegetables Summer 1		
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )	
<ul style="list-style-type: none"> <li>• To know Fruits and vegetable nouns</li> <li>• Know numbers 0-11</li> <li>• Know some colours</li> <li>• Know phrases 'I want...', 'I would like ...', 'Please...'</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Listen attentively</li> <li>• Positive attitude</li> <li>• Imitate pronunciation</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can understand and say fruit/veg nouns</li> <li>• Can recall numbers 0-15</li> </ul>	<b>Fruits and Vegetables Bank:</b> Une pomme –an apple Une banane- a banana	Une orange- an orange Une poire- a pear Un melon- a melon



## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can count fruits</li> <li>• Can understand, enjoy, join in with story and board game</li> <li>• Can ask politely for an item</li> <li>• Can attempt to write a simple sentence using conjunction “and”</li> </ul>	Une pêche- a peach Une grappe de raisin- a bunch of grapes Une tomate- a tomato Une carotte- a carrot	Un concombre- a cucumber Une tranche de pastèque – a slice of watermelon
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/s</li> <li>• Sound spelling omme/oi/ane/eux/ou/ais</li> </ul>	<ul style="list-style-type: none"> <li>• Polite requests</li> <li>• Singular and plural nouns.</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• <b>“Asking politely phrases” bank</b></li> <li>• Je voudrais- I would like...</li> <li>• s’il vous plaît - please</li> </ul>		
Prior learning to build on:	Future linked learning	
•	• Year 3: Summer 2 Picnic foods, Year 5: Spring 1 Market foods, Year 6: Summer Café foods	

Year 3: The Going on a Picnic Summer 2		
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )		By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• To recall nouns for picnic items in the target language</li> <li>• To write a simple phrase, using verb, noun and adjective.</li> <li>• To complete some simple sentences to say where they live.</li> <li>• To ask a simple question and understand the answer</li> <li>• To apply their language skills to begin to learn other languages</li> </ul>		<ul style="list-style-type: none"> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Imitate pronunciation</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>
Sticky Knowledge:		Vocabulary:
<ul style="list-style-type: none"> <li>• Can identify and understand familiar colours in a sentence</li> <li>• Can remember and say familiar colours</li> <li>• Can understand and join in with a story</li> </ul>	Le pique-nique- the picnic Un jus d’orange- an orange juice Un sandwich- a sandwich	Le pré - the field La rivière – the river La colline – the hill

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can ask the question “Where do you live/</li> <li>• Can respond to the question with “I live in...”</li> </ul>	Une salade – a salad De l’eau- some water Des chips- some crisps Des fruits – some fruits	Le sable – the sand La plage – the beach
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters e/s/t/h</li> <li>• Sound spelling ch/j’h/ais/où</li> </ul>	<ul style="list-style-type: none"> <li>• Polite requests</li> <li>• Singular and plural nouns.</li> <li>• Asking a question accurately</li> </ul>	
Question and Answer Bank		
<b>Verb bank</b>		
<ul style="list-style-type: none"> <li>• Il y a ..... - there is ...../ there are .....</li> </ul>		
Prior learning to build on:	Future linked learning	
<ul style="list-style-type: none"> <li>• Year 3: Summer 1 Fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3: Summer 2 Picnic foods, Year 5: Spring 1 Market foods, Year 6: Summer Café foods</li> </ul>	

<b>Year 4: Welcome to School - Autumn 1</b>		
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )		By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Know how to recall personal information questions and answers</li> <li>• Know how to recall 0-10 and some classroom instructions</li> <li>• Know, say and read numbers 10-20</li> <li>• Know days and months</li> <li>• Know names of areas /rooms in school</li> <li>• Know classroom item nouns</li> </ul>		<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases, sentences).</li> <li>• Identify key sounds and silent letters.</li> <li>• Memory skills to aid comprehension Identify language patterns</li> <li>• Ask question with correct intonation.</li> <li>• Read some familiar and unfamiliar target language words.</li> <li>• Write familiar target language words from memory.</li> </ul>
Sticky Knowledge:		Vocabulary:
<ul style="list-style-type: none"> <li>• Can answer several questions about themselves</li> </ul>	<b>Rooms/places:</b>	<b>Objects:</b>

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can ask several questions about a friend</li> <li>• Can understand and respond to classroom instructions</li> <li>• Can recall days of the week</li> <li>• Can recall months of the year</li> <li>• Can say and write some nouns for places in school</li> <li>• Can say and write some nouns for classroom objects</li> </ul>	<p>la cour de récréation – the playground  la cantine – the dinner hall  la salle des profs – the staffroom  la salle informatique – the ICT room  les toilettes – the toilets  le bureau du directeur – the headteacher’s office (man)  le bureau de la directrice – the headteacher’s office (woman)  la salle de classe- the classroom</p>	<p>un sac à dos – the rucksack  un crayon- the pencil  un stylo- the pen  un livre- the book  un taille de crayon-pencil sharpener  une gomme- the eraser  une table- the table  une chaise- the chair  une règle- the ruler  des ciseaux- some scissors  des crayons de couleurs- some coloured pencils  de la colle – some glue</p>
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/p</li> <li>• Pronunciation of letters x/é/h</li> <li>• Sound spelling z/ngt/ze/ez/on</li> </ul>	<ul style="list-style-type: none"> <li>• Masculine and feminine singular nouns.</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>•</li> </ul>		
Prior learning to build on:	Future linked learning	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4: Autumn 2 Classroom commands, Year 5: Autumn 1 School subjects</li> </ul>	

<b>Year 4: My town, your town - Autumn 2</b>	
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Know and revisit /extend colours</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases, sentences)</li> </ul>

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Know and revisit/extend classroom commands</li> <li>• Know commands of movement and direction</li> <li>• Know places in town/shops nouns</li> <li>• Know and ask and answer question “Where is ...?”</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key sounds/silent letters</li> <li>• Take risks/positive attitude</li> <li>• Listen attentively</li> <li>• Make educated guesses</li> <li>• Recall previously learnt language.</li> </ul>	
<b>Sticky Knowledge:</b>	<b>Vocabulary:</b>	
<ul style="list-style-type: none"> <li>• Can listen and respond accurately to sequence of commands</li> <li>• Can communicate simple instructions</li> <li>• Can recognise and read places in town nouns</li> <li>• Can ask and respond appropriately to where something is</li> </ul>	<b>Verbs:</b> Regardez - look Ecoutez - listen Répétez - repeat Levez-vous - stand up Asseyez-vous - sit down Comptez avec moi - count with me Chantez avec moi – sing with me Trouvez moi - find me Montrez moi - show me	<b>Noun Bank</b> Le café- the cafe Le cinéma- the cinema Le restaurant – the restaurant Le supermarché- the supermarket Le stade – the stadium La boucherie- the butchers La boulangerie- the bakers La pâtisserie- the cake shop La pharmacie- the chemist L'école – the school
<b>Phonics Opportunities and Sound Spelling within the Unit:</b>	<b>Grammar Opportunities within the Unit:</b>	
<ul style="list-style-type: none"> <li>• Silent letters t/p</li> <li>• Pronunciation of letters x/é/h</li> <li>• Sound spelling z/ngt/ze/ez/on</li> </ul>	<ul style="list-style-type: none"> <li>• Masculine and feminine singular nouns.</li> </ul>	
<b>Question and Answer Bank</b>		
Où est....?- Where is ....? Voici - Here is .....		
<b>Prior learning to build on:</b>	<b>Future linked learning</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2</li> </ul>	

### Year 4: family Tree and Faces – Spring 1

## Penistone St John The Baptist CE Primary School



By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )	
<ul style="list-style-type: none"> <li>• Know about the culture: Epiphany in France.</li> <li>• Know family member nouns</li> <li>• Know how to recall personal information</li> <li>• Know parts of the face nouns</li> <li>• Know simple sentences to describe a face</li> <li>• Know how to create an alien face.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases and sentences)</li> <li>• Explore how to use a bilingual dictionary</li> <li>• Imitate pronunciation</li> <li>• Make educated guesses using context</li> <li>• Actions and games to aid memory</li> <li>• Recall and use previously learnt language</li> <li>• Take risks and learn from mistakes</li> <li>• Understand basic grammar</li> <li>• Identify sounds and silent letters.</li> <li>• Practise with a friend</li> <li>• Write simple sentences using a model.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can remember and say nouns for members of family</li> <li>• Can recognise, understand and say parts of face nouns</li> <li>• Can write a simple sentence with a part of face and a colour.</li> </ul>	<b>Family Members:</b> Le papa - the dad Le frère – the brother Le bébé – the baby Le grand- père – the grandad La maman - the mum La soeur – the sister La grand-mère- the grandma La famille– the family	<b>Parts of the Face:</b> le nez – the nose la bouche- the mouth la tête- the head les cheveux- the hair les yeux – the eyes les oreilles- the ears J’ai.... – I have ... Je suis... - I am...
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/s</li> <li>• Pronunciation é/è/ç</li> <li>• Sound spelling an/il/le/oi/qui/suis/ai/eux/ez</li> </ul>	<ul style="list-style-type: none"> <li>• Practise masculine and feminine nouns, singular and plural</li> <li>• Explore plural nouns with adjectives in French</li> <li>• Practise/use first person singular of verbs to have and to be.</li> <li>• Practise asking a question.</li> </ul>	

## Penistone St John The Baptist CE Primary School



Question and Answer Bank	
<p>Qui es- tu? – Who are you? Je suis ..... – I am .....</p> <p>De quelle couleur est ....? – What colour is ...? De quelle couleur sont....? What colour are....?</p> <p><b>La bouche</b> est .... - The mouth is..... <b>Les oreilles</b> sont ..... The ears are.....</p>	
Prior learning to build on:	Future linked learning
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4: Spring 2 Face and body parts</li> </ul>

Year 4: Face and body parts – Spring 2			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Know face and body part nouns</li> <li>• Know movement commands</li> <li>• Know how to use “ I have” with physical descriptions in French.</li> <li>• Know how to generate simple sentence descriptions, adjective and nouns, to describe an alien.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Imitate the pronunciation of sounds</li> <li>• Use a bilingual dictionary to check spellings or look up new words</li> <li>• Make educated guesses of context</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Positive attitude</li> <li>• Take risks and learn from mistakes</li> <li>• Imitate pronunciation</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>• Can recognise and use accurately body part nouns</li> <li>• Can understand simple descriptive sentence about body parts with colour adjectives and size adjectives</li> <li>• Can say and write simple sentence about for a physical description</li> </ul>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <b>Nouns Bank:</b>                      Le pied – the foot                      Les pieds- the feet                      La jambe- the leg                 </td> <td style="width: 50%; border: none;"> <b>Command Bank:</b>                      Bougez - move                      Pensez à – Think about                      Touchez- touch                 </td> </tr> </table>	<b>Nouns Bank:</b> Le pied – the foot Les pieds- the feet La jambe- the leg	<b>Command Bank:</b> Bougez - move Pensez à – Think about Touchez- touch
<b>Nouns Bank:</b> Le pied – the foot Les pieds- the feet La jambe- the leg	<b>Command Bank:</b> Bougez - move Pensez à – Think about Touchez- touch		

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can follow a simple sequence of physical movement commands</li> <li>• Can communicate a simple sequence of physical movement commands</li> </ul>	Les jambes- the legs Le bras – the arm Les bras- the arms L'épaule– the shoulder Les épaules – the shoulders La tête – the head Le genou- the knee Les genoux- the knees	Levez – lift Baissez – lower Restez immobile – Stand still. Tournez – Turn Etirez – Stretch
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters t/s/x</li> <li>• Pronunciation é</li> <li>• Sound spelling ez/eux/eille/ge</li> </ul>	<ul style="list-style-type: none"> <li>• Practise French verbs as commands.</li> <li>• Explore use of plural nouns</li> <li>• Explore use of singular nouns,</li> <li>• Practise using colours as adjectives with nouns in French</li> </ul>	
Question and Answer Bank		
•		
Prior learning to build on:	Future linked learning	
<ul style="list-style-type: none"> <li>• Year 4: Spring 1 Parts of the face</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Year 4: Feeling Unwell and Jungle Animals – Summer 1</b>	
By the end of this unit, children should <b>know:</b> ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to:</b> ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Know and recall body parts nouns</li> <li>• Know and explaining how something hurts</li> <li>• Know how to ask the question “What is wrong?” at the doctors ‘roleplay</li> <li>• Know jungle animal nouns</li> <li>• Know adjectives of colour and size to describe animal nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Positive attitude</li> </ul>

## Penistone St John The Baptist CE Primary School



	<ul style="list-style-type: none"> <li>• Take risks and learn from mistakes</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>		
<b>Sticky Knowledge:</b>	<b>Vocabulary:</b>		
<ul style="list-style-type: none"> <li>• Can recall body part nouns</li> <li>• Can explain what hurts and how feeling</li> <li>• Can take part in at the doctors' roleplay</li> <li>• Can identify jungle animal nouns</li> <li>• Can remember jungle animal nouns</li> <li>• Can identify and find meaning of unfamiliar adjectives</li> <li>• Can understand and join in with a story.</li> <li>• Can say/write a simple sentence – noun, adjective, conjunction about jungle animals.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Nouns Bank:</b>                      La jungle- the jungle                      La girafe- the giraffe                      Le serpent- the snake                      Le perroquet- the parrot                      Le singe- the monkey                      Le tigre- the tiger                      L'éléphant- the elephant                 </td> <td style="width: 50%; vertical-align: top;"> <b>Adjectives Bank:</b>                      petit- small                      gros - big                      grand- tall                      long- long                      rapide- quick                      multicolore- multicoloured                      terrible- fierce/frightening                 </td> </tr> </table>	<b>Nouns Bank:</b> La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant	<b>Adjectives Bank:</b> petit- small gros - big grand- tall long- long rapide- quick multicolore- multicoloured terrible- fierce/frightening
<b>Nouns Bank:</b> La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant	<b>Adjectives Bank:</b> petit- small gros - big grand- tall long- long rapide- quick multicolore- multicoloured terrible- fierce/frightening		
<b>Phonics Opportunities and Sound Spelling within the Unit:</b>	<b>Grammar Opportunities within the Unit:</b>		
<ul style="list-style-type: none"> <li>• Silent letters t/s/h</li> <li>• Pronunciation i</li> <li>• Sound spelling en/in/erre/un/oi</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit intonation when asking a question</li> <li>• Using adjectives to describe a noun in French</li> </ul>		
<b>Question and Answer Bank</b>			
<ul style="list-style-type: none"> <li>• Qu'est-ce qu'il y a ?- What's wrong?</li> <li>• Je ne me sens pas bien- I don't feel well</li> <li>• J'ai mal aux dents- My tooth</li> <li>• J'ai mal à la tête- I have a headache</li> <li>• J'ai mal à l'oreille- I have earache</li> <li>• J'ai mal au ventre - I have tummy ache</li> <li>• Je me suis cassé(e) le bras – I have broken my arm</li> </ul>			
<b>Prior learning to build on:</b>	<b>Future linked learning</b>		
<ul style="list-style-type: none"> <li>• Year 3: Spring 1 Animals</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		



## Penistone St John The Baptist CE Primary School



<b>Year 4: The Weather, Ice-creams, Language Puzzle – Summer 2</b>	
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Know weather statements and questions</li> <li>• Know ice cream flavours</li> <li>• Know how to buy an ice cream</li> <li>• Know how to describe likes and dislikes with ice creams</li> <li>• <b>Culture</b>: Map and places - in France and weather forecasts</li> <li>• <b>Language Puzzle</b>: using our language detective skills to explore another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Positive attitude</li> <li>• Take risks</li> <li>• Imitate pronunciation</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> <li>• Can read and understand 3 simple sentences about the weather</li> <li>• Can say and write 3 simple sentences about the weather</li> <li>• Can understand some ice cream flavours</li> <li>• Can describe a favourite ice cream</li> <li>• Can participate in a buy an ice cream roleplay</li> </ul>	
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:
<ul style="list-style-type: none"> <li>• Silent letters e/s/t/d</li> <li>• Sound spelling ch/oi/au/ai/ille/at/ette/ace</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for an item politely</li> <li>• Asking a question accurately</li> </ul>
Question and Answer Bank	
<p>Quel temps fait-il?- what's the weather like?            Il y a du soleil – It's sunny            Il y a du vent – It's windy            Il y a du brouillard- It's foggy            Il y a des nuages – It's cloudy            Il fait chaud – It's hot</p>	

## Penistone St John The Baptist CE Primary School



Il fait froid – it's cold Il neige – It's snowy • Il pleut – It's raining	
Prior learning to build on:	Future linked learning
•	•

Year 5: Me and My Friends at School – Autumn 1			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Know and recall personal information questions and answers</li> <li>• Know how to introduce myself and other people</li> <li>• Know how to talk about feelings, opinions and reasons related to school subjects-Likes and dislikes</li> <li>• <b>Culture</b>: School in France and school timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases, sentences).</li> <li>• Identify key sounds and silent letters.</li> <li>• Memory skills to aid comprehension</li> <li>• Identify language patterns</li> <li>• Identify word roots across languages</li> <li>• Develop reading aloud skills</li> <li>• Develop comprehension skills and strategies</li> <li>• Develop speaking and writing skills</li> <li>• Continue to develop word reference tools skills.</li> <li>• Ways to explore sentence structure</li> <li>• Write simple extended sentences using a model.</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>• Can say an extended sentence about how feeling with a reason</li> <li>• Can say a 3rd person singular sentence with details about someone else</li> <li>• Can recognise and say at least 5 school subjects</li> <li>• Can say and write an extended opinion about a school subject using a like/dislike verb</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Asking for and giving an opinion bank</b>                      J'aime- I like.....                      Je n'aime pas- I do not like...                      J'adore – I love...                      Tu aimes.....?- Do you like.....?                      Tu préfères.....? –Do you prefer                 </td> <td style="vertical-align: top;"> <b>School Subject Nouns Bank</b>                      la géographie- geography                      l'EPS- PE                      la lecture- reading                      l'anglais- English                      le dessin- art                      les maths- maths                 </td> </tr> </table>	<b>Asking for and giving an opinion bank</b> J'aime- I like..... Je n'aime pas- I do not like... J'adore – I love... Tu aimes.....?- Do you like.....? Tu préfères.....? –Do you prefer	<b>School Subject Nouns Bank</b> la géographie- geography l'EPS- PE la lecture- reading l'anglais- English le dessin- art les maths- maths
<b>Asking for and giving an opinion bank</b> J'aime- I like..... Je n'aime pas- I do not like... J'adore – I love... Tu aimes.....?- Do you like.....? Tu préfères.....? –Do you prefer	<b>School Subject Nouns Bank</b> la géographie- geography l'EPS- PE la lecture- reading l'anglais- English le dessin- art les maths- maths		

## Penistone St John The Baptist CE Primary School



	Je préfère.... I prefer..... car- because et- and mais- but c'est..... it is ..... facile - easy ennuyeux - boring intéressant - interesting utile - useful	les sciences- science le français – French la musique- music l’histoire- history la religion – RE la technologie - ICT
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters s/e/d/h/x</li> <li>• Sound spelling us/gué/ai/ei/on/in</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Extended sentences</li> <li>• Verbs of opinion – 1st/2nd person singular</li> <li>• Begin to explore 3rd person singular</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• Adjective Bank with “I am ....”</li> <li>• Remember there are two different spellings for lots of these adjectives, when you use them with “je suis...”(I am ...).</li> <li>• Je suis – I am .....</li> <li>• heureux/heureuse – happy</li> <li>• triste- sad</li> <li>• perdu/perdue- confused</li> <li>• fatigué/ fatiguée</li> <li>• en plein forme- feeling great</li>   <li>• Adjective Bank with “j’ai....” and “je fais...”</li> <li>• Remember that in French we do not always use “I am... (je suis) to explain how we are feeling, we also use “j’ai” and “je fais”.Take a look here.</li> <li>• Je fais le fou- I am feeling silly</li> <li>• J’ai faim- I am hungry</li> <li>• J’ai soif – I am thirsty</li> </ul>		

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• J'ai chaud- I feel hot</li> <li>• J'ai froid- I feel cold</li> </ul>	
Prior learning to build on:	Future linked learning
<ul style="list-style-type: none"> <li>• Year 4: Autumn 1 and 2 Classroom objects, Classroom commands,</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Year 5: Time in the City – Autumn 2</b>			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Recall familiar places in town/shops nouns</li> <li>• Know places and nouns for places in a city</li> <li>• Know simple directions around town/city</li> <li>• Know how to buy an entrance ticket, buy an item and asking the price</li> <li>• Know numbers 0-100 and euros</li>   <li>• Know festive jumper nouns</li> <li>• <b>Culture</b>: visiting Paris and getting to know a city in France</li> <li>• <b>Culture</b>: A charity stall</li> <li>• <b>Culture</b>: a festive jumper competition (for Xmas)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases, sentences)</li> <li>• Listen attentively</li> <li>• Make educated guesses</li> <li>• Recall previously learnt language.</li> <li>• Practise language with a friend</li> <li>• Games to aid memory</li> <li>• Use bilingual dictionaries to check spelling and meanings</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>• Can understand at least 5 places in the city/town nouns</li> <li>• Can say and write a simple sentence to describe what is in a town/city</li> <li>• Can say and write the nouns for presents on a charity stall.</li> <li>• Can ask and answer politely to purchase an item</li> <li>• Can participate in a simple shopping dialogue</li> <li>• Can write a simple descriptive sentence about a festive jumper.</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Noun Bank:</b>                      la ville – the city                      le parc- the park                      le zoo- the zoo                      le musée- the museum                      le métro – the underground                      la galerie d’art – the art gallery                      la gare – the station                 </td> <td style="vertical-align: top;"> <b>Adjectives:</b>                      (masculine/feminine)                      beau/belle - beautiful                      grand/grande – big or large                      petit / petite - small                      vieux/vieille - old                      moderne - modern                      intéressant - interesting                 </td> </tr> </table>	<b>Noun Bank:</b> la ville – the city le parc- the park le zoo- the zoo le musée- the museum le métro – the underground la galerie d’art – the art gallery la gare – the station	<b>Adjectives:</b> (masculine/feminine) beau/belle - beautiful grand/grande – big or large petit / petite - small vieux/vieille - old moderne - modern intéressant - interesting
<b>Noun Bank:</b> la ville – the city le parc- the park le zoo- the zoo le musée- the museum le métro – the underground la galerie d’art – the art gallery la gare – the station	<b>Adjectives:</b> (masculine/feminine) beau/belle - beautiful grand/grande – big or large petit / petite - small vieux/vieille - old moderne - modern intéressant - interesting		

## Penistone St John The Baptist CE Primary School



	la piscine- swimming pool le stade – the stadium le cinéma – the cinema	
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Pronunciation é</li> <li>• Sound spelling ou/is/an/en/oi/ch</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple present tense descriptive sentences using nouns and adjectives.</li> </ul>	
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• Où est...? - Where is... ?</li> <li>• à gauche – to the left</li> <li>• à droite – to the right</li> <li>• tout droit – straight ahead</li> <li>• Il y a .....- There is/ there are</li> <li>• Bienvenue..... Welcome</li> <li>• Je voudrais un ticket pour.... – I would like a ticket for....</li> <li>• s’il vous plaît - please</li> </ul>		
Prior learning to build on:	Future linked learning	
•	•	

<b>Year 5: Going to the Market – Spring 1</b>	
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Recall and extend nouns for fruit and vegetables</li> <li>• <b>Culture</b>: explore fruits and vegetables grown in France</li> <li>• Know likes, dislikes and preferences</li> <li>• Know and recall numbers 0-100</li> <li>• Know weights and quantities</li> <li>• Know recipe instructions</li> <li>• <b>Culture</b>: fruit salad</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words, phrases and sentences)</li> <li>• Explore how to use a bilingual dictionary</li> <li>• Imitate pronunciation</li> <li>• Make educated guesses using context</li> <li>• Actions and games to aid memory</li> <li>• Recall and use previously learnt language</li> <li>• Take risks and learn from mistakes</li> </ul>

## Penistone St John The Baptist CE Primary School



	<ul style="list-style-type: none"> <li>• Identify sounds and silent letters.</li> <li>• Practise with a friend</li> <li>• Write simple sentences using a model.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can remember and say familiar fruit/veg nouns</li> <li>• Can identify cognates and semi cognates (fruit/veg nouns)</li> <li>• Can say some numbers between 0 and 100</li> <li>• Can participate in an at the market roleplay</li> <li>• Can follow simple instructions for a recipe</li> <li>• Can give simple instructions for a recipe</li> </ul>	<b>At the market Noun Bank:</b> une pomme – an apple un oignon – an onion une mangue – a mango un poivron – a pepper une pomme de terre – a potato	une grappe de raisin – a bunch of grapes une pastèque – a watermelon une banane – a banana une salade – a lettuce une carotte – a carrot
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters s</li> <li>• Sound Spellings gn/oi/gue/in/ai/as/ez/uit</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate understanding of masculine and feminine nouns, singular and plural</li> <li>• Commands</li> <li>• Practise question words and forming a question in French.</li> </ul>	
Question and Answer Bank		
Avez vous.....? – do you have Oui, j'ai.... – I have Non, je n'ai pas...- I haven't.... C'est combien?- how much is it? C'est ...centimes. – it is....cents <b>Deux</b> euros – <b>two</b> euros s'il vous plaît- please merci- thank you Tu aimes... ? – Do you like...? J'aime.... – I like.... Je n'aime pas... - I don't like Quel est ton fruit/légume préféré ? – what is your favourite fruit/vegetable ? Mon fruit/légume préféré est... - My favourite fruit/vegetable is ...		

## Penistone St John The Baptist CE Primary School



Prior learning to build on:	Future linked learning
<ul style="list-style-type: none"> <li>Year 3: Summer 1 and 2 Fruit and Vegetables, Picnic foods,</li> </ul>	<ul style="list-style-type: none"> <li>Year 6: Summer Café foods</li> </ul>

<b>Year 5: clothes – Spring 2</b>			
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>Know clothes nouns</li> <li>Know the verb; to wear in French.</li> <li>Know the adjectives of size and colour</li> <li>Know sports kit nouns</li> </ul>	<ul style="list-style-type: none"> <li>Speak confidently (words and phrases)</li> <li>Identify key sounds and silent letters</li> <li>Use a bilingual dictionary to check spellings or look up new words</li> <li>Actions/games to aid memory</li> <li>Recall and use prior learning</li> <li>Take risks and learn from mistakes</li> </ul>		
Sticky Knowledge:	Vocabulary:		
<ul style="list-style-type: none"> <li>Can identify and understand clothes nouns</li> <li>Can say nouns for clothes accurately</li> <li>Can read and understand descriptive sentences about clothes</li> <li>Can use nouns and adjectives accurately to create descriptive sentences</li> <li>Can use parts of the verb to wear to write simple clothes descriptions</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Nouns Bank:</b>  un pantalon- trousers  un pull- a jumper  un short - shorts  un sweat- a sweatshirt  un tee-shirt- a tshirt  un chapeau- a hat  une robe- a dress  une jupe- a skirt  une chemise- a shirt  des chaussettes- socks  des chaussures- shoes  des baskets- trainers </td> <td style="vertical-align: top;"> <b>Adjective Bank</b>  grand -big  petit-small  vieux – old  beau – beautiful   <b>Verb Bank</b>  porter – to wear  avoir- to have </td> </tr> </table>	<b>Nouns Bank:</b> un pantalon- trousers un pull- a jumper un short - shorts un sweat- a sweatshirt un tee-shirt- a tshirt un chapeau- a hat une robe- a dress une jupe- a skirt une chemise- a shirt des chaussettes- socks des chaussures- shoes des baskets- trainers	<b>Adjective Bank</b> grand -big petit-small vieux – old beau – beautiful  <b>Verb Bank</b> porter – to wear avoir- to have
<b>Nouns Bank:</b> un pantalon- trousers un pull- a jumper un short - shorts un sweat- a sweatshirt un tee-shirt- a tshirt un chapeau- a hat une robe- a dress une jupe- a skirt une chemise- a shirt des chaussettes- socks des chaussures- shoes des baskets- trainers	<b>Adjective Bank</b> grand -big petit-small vieux – old beau – beautiful  <b>Verb Bank</b> porter – to wear avoir- to have		
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:		
<ul style="list-style-type: none"> <li>Silent letters t/s/e</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate understanding of masc/fem nouns in French</li> </ul>		

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Pronunciation é</li> <li>• Sound spelling ez/ch/ou/oi/ent/eau/ail</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate position and agreement of familiar adjectives with nouns in French</li> <li>• Question words</li> <li>• Present tense conjugation of the verb “to wear” in French</li> </ul>
Question and Answer Bank	
<ul style="list-style-type: none"> <li>• Qu’est-ce que tu portes?- What are you wearing?</li> <li>• Je porte .....- I am wearing/ I wear.....</li> </ul>	
Prior learning to build on:	Future linked learning
•	•

Year 5: Out of this World – Summer 1				
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )		By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )		
<ul style="list-style-type: none"> <li>• Personal identity nouns</li> <li>• Questions and answers about ID</li> <li>• Planets in French</li> <li>• Adjectives to describe the planets</li> <li>• Recall familiar language from range of topics to create an imaginary planet</li> <li>• Links between languages: etymology of planets</li> </ul>		<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Take risks and learn from mistakes</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>		
Sticky Knowledge:		Vocabulary:		
<ul style="list-style-type: none"> <li>• Can understand information on a simple ID card</li> <li>• Can ask and answer details about identity</li> <li>• Can recognise planets in target language</li> <li>• Can use adjectives accurately to describe planets</li> <li>• Can read and understand simple facts about the planets.</li> </ul>		<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <b>Travellers ID Nouns bank:</b>                      Prénom- first name                      Nom de famille - surname                      Âge- age                      Date de naissance- date of birth                      Adresse - address                 </td> <td style="vertical-align: top;"> <b>Planets and Space Nouns Bank:</b>                      Mercure- Mercury                      Vénus- Venus                      Pluton- Pluto                      Jupiter- Jupiter                      Mars- Mars                 </td> </tr> </table>	<b>Travellers ID Nouns bank:</b> Prénom- first name Nom de famille - surname Âge- age Date de naissance- date of birth Adresse - address	<b>Planets and Space Nouns Bank:</b> Mercure- Mercury Vénus- Venus Pluton- Pluto Jupiter- Jupiter Mars- Mars
<b>Travellers ID Nouns bank:</b> Prénom- first name Nom de famille - surname Âge- age Date de naissance- date of birth Adresse - address	<b>Planets and Space Nouns Bank:</b> Mercure- Mercury Vénus- Venus Pluton- Pluto Jupiter- Jupiter Mars- Mars			



## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• Can recall and use prior learning to create a simple imaginary planet description.</li> </ul>	<p>Nationalité – nationality</p> <p><b>Verb bank</b></p> <p>Je m’appelle- I am called</p> <p>J’habite à- I live in....</p> <p>J’ai ..... ans - I am ....years old</p> <p>Je suis....- I am</p> <p>Je ne suis pas ... - I am not</p> <p>Ma date de naissance est... - My date of birth is ...</p>	<p>Saturne- Saturn</p> <p>Neptune- Neptune</p> <p>Le Soleil – the Sun</p> <p>La Lune- the Moon</p> <p>La Terre- the Earth</p> <p>Les astronautes- the astronauts</p> <p>La planète- the planet</p> <p>Les étoiles- the stars</p> <p>L’espace- Space</p>
Phonics Opportunities and Sound Spelling within the Unit:		Grammar Opportunities within the Unit:
<ul style="list-style-type: none"> <li>• Silent letters t/s</li> <li>• Pronunciation é</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate understanding of masc/fem nouns in French</li> <li>• Consolidate position and agreement of familiar adjectives with nouns in French</li> <li>• Question words</li> <li>• Use of verb “to be” in present tense descriptions</li> <li>• Conjunctions to extend sentences</li> </ul>	
Question and Answer Bank		
•		
Prior learning to build on:	Future linked learning	
•	•	

<b>Year 5: Going to the Seaside and Language Puzzle – Summer 2</b>	
By the end of this unit, children should <b>know</b> : ( <i>substantive knowledge</i> )	By the end of this unit, children should <b>be able to</b> : ( <i>disciplinary knowledge and skills</i> )
<ul style="list-style-type: none"> <li>• Know beach bag item nouns</li> <li>• Know sentence starters, conjunctions</li> <li>• Know you can + verbs as infinitives about activities at the seaside</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Identify key sounds and silent letters</li> </ul>

## Penistone St John The Baptist CE Primary School



<ul style="list-style-type: none"> <li>• <b>Culture:</b> Map and places - in France to go on holiday, Beach culture in France</li> <li>• <b>Language Puzzle:</b> using our language detective skills to explore another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Take risks</li> <li>• Games and actions to aid memory</li> <li>• Use a bilingual dictionary to check spellings or look up new words</li> <li>• Write simple extended sentences using a model.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Can understand and say nouns for beach bag items</li> <li>• Can use sentence starters to create a sequence of sentences</li> <li>• Can use “you can” + infinitive of a verb to create a persuasive sentence</li> <li>• Can say/write extended sentences to describe a day at the seaside.</li> </ul>	<p><b>Beach Nouns bank:</b>  un sac de plage- the beach bag  des lunettes de soleil- the sunglasses  des tongues- the flip flops  un chapeau – the hat  une casquette – a cap  la crème solaire- the sun cream  un maillot de bain- the swim suit  Un frisbee – a frisbee  les vagues – the waves  le sable – the sand  les châteaux de sable – the sandcastles  le ballon – the ball  un seau – a bucket  une pelle – a spade</p>	<p>le soleil – the sun  la plage – the beach  mouillé (adj.)= wet (masc.)  mouillée (adj)= wet (fem.)</p> <p><b>Verb bank</b>  On peut – you can/we can  Viens à! – come along to..  ça va être – it’s going to be ..  s’amuser – to enjoy  faire- to make  manger- to eat  jouer (au foot/au volley)- to play(football/volleyball)  nager-to swim  sauter – to jump  s’allonger au soleil – to sunbathe</p>
Phonics Opportunities and Sound Spelling within the Unit:	Grammar Opportunities within the Unit:	
<ul style="list-style-type: none"> <li>• Silent letters e/s/t</li> <li>• Sound spelling eau/ait/au/oi/gue</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate position/agreement of adjectives with nouns in French</li> <li>• Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions</li> <li>• Explore use of modal verb + infinitive for persuasive sentences</li> </ul>	
Question and Answer Bank		

## Penistone St John The Baptist CE Primary School



•	
Prior learning to build on:	Future linked learning
•	•

Year 6: Everyday Life – Experience Day 1													
Possible knowledge recall opportunities through this experience day:	Possible skills recall opportunities through this experience day:												
<ul style="list-style-type: none"> <li>Know how to express feelings</li> <li>Knows how to write feelings sentence</li> <li>Can label body outline</li> <li>Write a future profession</li> </ul>	<ul style="list-style-type: none"> <li>Be able to... Speak confidently (words and phrases)</li> <li>Actions/games to aid memory</li> <li>Recall and use prior learning</li> <li>Ask a question accurately</li> <li>Listen attentively</li> <li>Take risks and learn from mistakes</li> <li>Make links with English and home languages.</li> <li>Write simple sentences using a model.</li> </ul>												
Sticky Knowledge:	Vocabulary:												
<ul style="list-style-type: none"> <li>This is me unit</li> <li>Talk about self and feelings</li> <li>Describe physical features of body</li> <li>Write about their future profession</li> <li>Geography of France</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Comment ca va?</td> <td style="width: 50%;">How are you?</td> </tr> <tr> <td>Je suis: courageux/courageuse</td> <td>I am brave</td> </tr> <tr> <td style="padding-left: 40px;">Sportif/sportive</td> <td>I am sporty</td> </tr> <tr> <td style="padding-left: 40px;">Drole</td> <td>I am funny</td> </tr> <tr> <td style="padding-left: 40px;">Calme</td> <td>I am calm</td> </tr> <tr> <td style="padding-left: 40px;">timide</td> <td>I am shy</td> </tr> </table>	Comment ca va?	How are you?	Je suis: courageux/courageuse	I am brave	Sportif/sportive	I am sporty	Drole	I am funny	Calme	I am calm	timide	I am shy
Comment ca va?	How are you?												
Je suis: courageux/courageuse	I am brave												
Sportif/sportive	I am sporty												
Drole	I am funny												
Calme	I am calm												
timide	I am shy												
Question and Answer Bank													
<ul style="list-style-type: none"> <li>Which countries border France?</li> <li>How do you feel about yourself?</li> <li>What would you like your future profession to be?</li> </ul>													
Prior learning to build on:	Future linked learning												
• Year 4/5 feelings and body parts	• NA												

## Penistone St John The Baptist CE Primary School



<b>Year 6: sports and leisure – Experience Day 2</b>		
Possible knowledge recall opportunities through this experience day:	Possible skills recall opportunities through this experience day:	
<ul style="list-style-type: none"> <li>• Know how to translate some sports</li> <li>• Know how to express which sport you like</li> <li>• Use the negative form to say which sports you do not like</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to... Speak confidently (words and phrases)</li> <li>• Actions/games to aid memory</li> <li>• Recall and use prior learning</li> <li>• Ask a question accurately</li> <li>• Listen attentively</li> <li>• Take risks and learn from mistakes</li> <li>• Make links with English and home languages.</li> <li>• Write simple sentences using a model.</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Names of sports</li> <li>• Express likes/dislikes</li> <li>• Create sentences</li> <li>• Use negative to express sports that you do not like</li> </ul>	le football Short form: le foot le basketball Short form: le basket le football américain Short form: le foot américain le rugby le tennis le tennis de table le ping-pong le volleyball Short form: le volley le handball le hockey sur gazon le hockey sur glace le baseball	Football  Basketball  American football  Rugby Tennis Table tennis Ping Pong Volleyball  Handball Field Hockey Ice Hockey Baseball

## Penistone St John The Baptist CE Primary School



	le golf  Negatives: Ne...pas	Golf  not
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• Which sport do you like?</li> <li>• Which ones do you not like?</li> <li>•</li> </ul>		
Prior learning to build on:	Future linked learning	
• Y5 likes/dislikes, extend with because	• NA	

Year 6: Café culture– Experience Day 3		
Possible knowledge recall opportunities through this experience day:	Possible skills recall opportunities through this experience day:	
<ul style="list-style-type: none"> <li>• Know how to...</li> <li>• Order food in a café role play</li> <li>• Understand a menu</li> <li>• Follow a simple recipe</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to...</li> </ul>	
Sticky Knowledge:	Vocabulary:	
<ul style="list-style-type: none"> <li>• Names of food</li> <li>• Construction how to ask (Je voudrais...)</li> <li>• Polite manners please and thank you</li> <li>• Instructions to mix, stir and spread</li> </ul>	<u>Café waiter phrases</u> What the waiter might say... Installez-vous.      Have a seat Vous avez choisi ? Have you decided? Que voudriez-vous ?      What would you like? Vous désirez ?	<u>Food</u> Menu: Une carte or la carte Dish of the day: Un plat du jour Appetizer: Une entrée Main dish: Un plat principal Side dish: Une garniture ou un accompagnement au choix

## Penistone St John The Baptist CE Primary School



	What would you like? Je vous écoute. (Go ahead) I'm listening. Que prenez-vous ? What are you having? Et ensuite de ça ? And after that? What else? J'arrive. I'll be right there/back	Cheese platter: Un plateau de fromages Dessert: Un dessert Small snack: Un amuse-bouche or amuse-gueule Vegetables: Les légumes Plate with salad and raw vegetables: Assiette de crudités Small cup of strong black coffee: Un café Coffee with cream: Un café crème
Question and Answer Bank		
<ul style="list-style-type: none"> <li>• What would you like to eat?</li> </ul>		
Prior learning to build on:	Future linked learning	
<ul style="list-style-type: none"> <li>• Food Y3</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	

### Progress over 4 stages in the core skills

Core Skills of Learning				
	Listening	Speaking	Reading	Writing
Stage 1/Year 3	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2/Year 4	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.



## Penistone St John The Baptist CE Primary School



Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

<b>Progression over year linked to DFE A1-12 (English schools only)</b>						
During Stage 2/Year 4 children will revisit and develop all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						



## Penistone St John The Baptist CE Primary School



Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

<b>Progression over year linked to DFE ATs 1-12 (English schools only)</b>						
During Stage 3/Year 5 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						



Describe people, places and things						
Understand basic grammar						

**Languages programmes of study: key stage 2- National curriculum in England**

**Purpose of study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A highquality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

**DfE Attainment targets**

1. listen attentively to spoken language and show understanding by joining in and responding

## Penistone St John The Baptist CE Primary School



2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
6. present ideas and information orally to a range of audiences\*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally\* and in writing
12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English