

Art and Design Aims	<u>For Cycle A and Cycle B</u> The national curriculum for Languages aims to ensure that all pupils in KS2: • 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.	
NC objectives KS2	1. listen attentively to spoken language and show understanding by joining in and responding 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 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.	
Curriculum links	<u>Cycle A</u> Portraits describing in French – Art Meet my French Family – PSHE Clothes – Getting Dressed in France – French Weather – Science, maths Exploring the French Speaking World – Geography Planning A French Holiday – Geography	<u>Cycle B</u> French Transport – Geography In My French Home – PHSE French Music Celebrations – Music Verbs in a French Week- English Visiting A French Town – Geography French Sports and the Olympics – PE, English
<u>SMSC links</u>	French is taught through the use of familiar and/or authentic high-quality texts, songs and videos, giving pupils the opportunity to explore similarities and differences between the French and English language, whilst learning about the richness of the countries, peoples, religions, traditions and cultures of the French Speaking world.	
Context	What has been learnt previously: year 3 and 4 skills	Next steps for learning: KS3 Skills
	<u>Cycle A</u> During this year, the children developed their confidence in listening, speaking,	At Key Stage 3, pupils build on the language skills developed at Key Stage 2, deepening their competence in listening, speaking, reading and writing. They develop a secure

	reading and writing in French through a range of engaging activities. They learned to listen carefully, respond using simple words, phrases and gestures, and pronounce key French sounds with increasing accuracy. They built vocabulary by recognising cognates, linking spoken and written language, and identifying masculine, feminine and plural nouns. Children learned to ask and answer simple questions, express opinions, describe colours, shapes and size, and use numbers, days of the week and simple sentences with growing confidence. They also developed their reading and writing by adapting modelled language and producing short pieces of work, while applying their learning through songs, role play, storytelling and creative cross-curricular activities.	understanding of grammar and an increasingly wide vocabulary to communicate confidently about familiar and wider topics, expressing and justifying opinions with greater spontaneity, independence and accuracy. Pupils learn to understand and respond to spoken and written language, engage in conversations, read authentic and literary texts, write for a range of purposes, and translate accurately between English and the target language. They also develop an appreciation of the language and its culture, preparing them for further language study.
	Cycle B During this year, the children developed their confidence in listening, speaking, reading and writing in French through a range of engaging activities. They learned to greet others, introduce themselves, talk about their feelings, birthdays and the classroom, and use numbers, months and familiar vocabulary in simple conversations. Children developed accurate pronunciation, recognised key sound–spelling patterns, and built sentences using the correct articles, noun gender and adjective agreement. They strengthened their reading and writing by using language detective skills, cognates, dictionaries and modelled language to understand and create simple texts. They also explored French festivals, traditions and food, comparing them with those in the UK, and presented ideas orally with increasing confidence and accuracy.	
KS2 End Points	By the end of Key Stage 2, pupils will be able to understand and respond to spoken and written French with increasing confidence. They will communicate using familiar vocabulary and simple sentences, applying accurate pronunciation and intonation. Pupils will read and write short texts, use language-learning strategies such as recognising cognates and using a bilingual dictionary, and apply basic grammar to create their own sentences. They will also demonstrate an understanding of French culture and traditions, recognising similarities and differences between life in France and the UK, while developing curiosity and confidence in learning languages.	

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Portraits describing in French During this year, the children developed their listening, speaking, reading and writing skills by identifying rhyming words, recognising common phonemes, and listening carefully for key words and phrases. They applied language detective strategies, including	Unit: Meet my French Family Children develop their understanding of French by recognising similarities between French and English words, identifying patterns in sentence structure, and locating key information in longer texts. They learn to adapt modelled sentences to change their meaning,	Unit: Clothes – getting dressed in France Children develop their language skills by using a bilingual dictionary confidently to explore new vocabulary and build accurate statements. They engage in simple conversations, apply correct adjective agreement and word order within sentences,	Unit: French Weather Children develop their understanding of French by matching number words to numerals, counting confidently in multiples of ten, and responding to spoken language through physical actions. They learn to give and follow simple directions, describe the	Unit: Exploring the French Speaking World Children develop their understanding of French by reading and interpreting a range of sentences, including those containing directions, and responding appropriately to spoken instructions. They learn to construct accurate directional phrases by applying grammatical rules, ask and	Unit: Planning a French Holiday Children develop their French skills by reading and understanding simple stories, identifying the use of present and future tenses in spoken and written language, and learning how to form the near future tense. They build confidence in speaking in full sentences

recognising cognates, to work out the meaning of unfamiliar vocabulary. Children learned how noun gender and number affect adjectives, understood adjective placement in French, and used familiar language to speak in simple sentences. They also began to write increasingly accurate sentences by adapting and following modelled language.	including using simple negative forms, and apply their growing knowledge of French pronunciation when speaking. They also build confidence in presenting ideas and information orally using familiar language.	and pronounce familiar language with increasing accuracy. They also gain confidence in presenting information orally through short presentations on familiar topics.	weather and temperature using accurate language and pronunciation, and perform a French rap from memory. They also build confidence in presenting information clearly with accurate pronunciation and develop their geographical awareness by locating key cities on a map of France.	answer questions, and seek clarification when needed. They also use language detective strategies to identify meaning from both spoken and written sources.	and applying familiar vocabulary in new contexts. Children also develop their writing skills by creating paragraphs using different tenses and using a bilingual dictionary confidently to support their learning.
NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11	NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11	NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11	NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11	NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11	NC Objective/s: 1,2,3,4,5,6,7,8,9,10,11
<u>Vocabulary</u> il a - he has elle a - she has il est - he is elle est - she is les cheveux - hair les yeux - eyes marron - brown (for eyes) bruns - brown (for hair) verts - green (masc plural) bleus - blue (masc plural) roux - ginger blonds - blonde (for hair) châtains - chestnut brown (masc plural) noirs- black (masc plural)	<u>Vocabulary</u> j'ai - I have un frère - a brother une sœur - a sister je n'ai pas - I do not have je n'ai pas de frère - I do not have a brother ou - or je suis fils unique - I am an only child (boy) je suis fille unique - I am an only child (girl) mon/ma/mes - my (masc/fem/plural) mon père - my dad ma mère - my mum mes grand-parents - my grandparents	<u>Vocabulary</u> un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?	<u>Vocabulary</u> Quel temps fait-il ? - What is the weather like? Il fait beau - it is good weather il neige - it is snowing il pleut - it is raining il y a du soleil - it is sunny il y a du vent - it is windy dans - in le nord - the north l'est - the east le sud - the south l'ouest - the west degrés - degrees	<u>Vocabulary</u> Le nord l'est le sud l'ouest dans quel temps fait-il ? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages	<u>Vocabulary</u> aller - to go je vais - I go tu vas - you go (informal) il/elle va - he/she goes nous allons - we go vous allez - you go (formal/group) ils/elles vont - they (masc/fem) go je vais aller - I am going to go rester - to stay

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: French in Transport Children develop their understanding of French by recognising cognates and	Unit: In My French House Children develop their French vocabulary by learning the names of	Unit: French Music Celebrations Children develop their French vocabulary by	Unit: Verbs in a French Week Children develop their understanding of French	Unit: Visiting a Town in France Children develop their French vocabulary by learning the names of places in a town and	Unit: French Sports and Olympics Children develop their French vocabulary by

near cognates, and using language detective strategies to identify the meaning of unfamiliar vocabulary. They learn to adapt modelled language to create simple statements, applying accurate French word order and including correctly formed accents in their writing. Children also develop their reading skills by finding key information in short texts and use the verb <i>aller</i> in the present tense to ask and answer questions about travel, selecting the correct prepositions for different forms of transport.	different types of houses, rooms and items found within a home. They practise asking and answering questions, using familiar language to describe houses and bedrooms, and apply prepositions accurately in both spoken and written sentences. Children use writing frames and modelled language to create descriptions, including a letter describing rooms in a house and the location of objects using a range of prepositions.	learning the names of musical instruments and using the correct articles when describing them. They practise asking and answering questions about the instruments they play, while developing accurate pronunciation of French-speaking countries. Children use opinion verbs, conjunctions and adjectives to express their likes and dislikes about music, and explore cultural aspects such as la Fête de la musique. They also develop their writing skills by adapting model texts, making choices about vocabulary and creating simple descriptions of musicians.	verbs by practising pronunciation and using new verbs to create simple opinion phrases. They explore verb forms and pronouns, working collaboratively to identify and present different conjugations. Children learn to recognise and recall key parts of the verbs <i>avoir</i> and <i>être</i> , and use their knowledge to build accurate sentences and create short original texts using a range of verbs.	using directions and prepositions to describe locations. They practise following and giving simple directions, taking part in role plays such as buying tickets, and expressing opinions with reasons. Children develop their understanding of French grammar by identifying key features in texts, constructing negative sentences and using reading skills to understand the main ideas. They also use model texts and writing frames to create their own descriptions of places.	learning the names of different sports and practising accurate pronunciation. They learn to use the verbs <i>jouer</i> and <i>faire</i> correctly with sports, building sentences to describe their activities, express opinions and give reasons. Children develop their understanding of grammar by using two-verb structures, applying the correct form of <i>aller</i> with prepositions, and recognising French country names through cognates and near cognates. They also use modelled language and writing frames to create an article about an imaginary Olympic Games.
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<u>Vocabulary</u> J'aime Je déteste voyager car c'est rapide lent confortable inconfortable amusant polluant Tu vas où ? Tu y vas comment ?	<u>Vocabulary</u> à côté de dans derrière devant il y a j'habite dans la table le lit sous sur un salon une cuisine une maison	<u>Vocabulary</u> le piano le violon la guitare la flûte la batterie je joue du/de la... je ne joue pas du/de la... je voudrais jouer... la musique le zouk car c'est entraînant	<u>Vocabulary</u> chanter courir danser dormir écrire jouer lire manger nager aimer avoir être	<u>Vocabulary</u> dans ma ville il y a il n'y a pas de où est... ? tournez à gauche allez tout droit en face de entre autour de au bord de loin de je vais y aller un aller simple un aller retour j'adore aller au parc parce que c'est relaxant	<u>Vocabulary</u> le sport je joue je fais le football le basketball le tennis le rugby le ski la boxe le gymnastique la natation

