

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> French Greetings: PSHE/ Communications French adjectives of colour, size and shape: Art Playground games and numbers: Maths In the French Classroom: PSHE/ Comparisons Bon Appetit: DT, Maths Shopping for French Food: Maths, English	<u>Cycle B</u> This is Me: PSHE School Days: PSHE/ Comparisons Birthday Celebrations: PSHE/ Personal, Maths, Science Colourful Creatures: Science Fabulous French Food: DT(Food) Gourmet Tour of France: Geography, DT (Food)
<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:	Next steps for learning: Year 5/6 skills
	Pupils will come into Year 3 with varying experiences in French. No formal lessons are taught in KS1, but some may have played games	Cycle A During this year, the children developed their confidence in listening, speaking, reading

	and sung songs so may come into KS2 with some vocabulary.	and writing in French through a range of topics and activities. They improved their pronunciation by recognising sounds, rhyming patterns and links between spoken and written language, while using language detective strategies, cognates and dictionaries to understand new vocabulary. Children developed their ability to build accurate sentences by applying grammatical rules, including adjective agreement, word order, noun gender and different tenses. They practised speaking in conversations, presenting information, asking and answering questions, and adapting familiar language for new contexts. They explored numbers, directions, weather, stories and geographical vocabulary, developing their understanding through reading, listening and written tasks, including creating sentences and paragraphs using present and future tenses.
		Cycle B During this year, the children developed their confidence in listening, speaking, reading and writing in French through a range of topics including travel, homes, music, verbs, towns and sports. They expanded their vocabulary by recognising cognates, using language detective strategies and applying dictionaries and models to support their understanding. Children developed their ability to build accurate sentences by applying correct word order, adjective and article choices, prepositions, verb forms and negative structures. They practised asking and answering questions, expressing opinions, giving reasons and presenting information using familiar language. Throughout the year, children strengthened their reading and writing skills by extracting key information from texts, adapting modelled examples and creating their own descriptions, letters and articles in French.
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: French Greetings with puppets Children will develop their listening and speaking skills by paying close attention to the speaker and responding with suitable gestures and simple French phrases. They will begin to recognise common French sound patterns, including on, ou, et and oi, and make links between these sounds and their written forms. Through	Unit: French adjectives of colour, size and shape Children will develop their listening and comprehension skills by following spoken instructions to create simple sequences using coloured blocks and by identifying, drawing, or pointing to shapes that are described to them. They will build confidence in recognising familiar cognates, use polite expressions such as please	Unit: Playground games and numbers Children will build confidence in recognising and recalling the French numbers from one to twelve with increasing accuracy, paying particular attention to key vowel and letter combination sounds. They will reinforce their learning by joining in with songs and actions, responding to numbers using fingers or	Unit: In a French classroom Children will develop their understanding of key French vocabulary by responding appropriately to spoken language and practising accurate pronunciation. They will begin to identify masculine and feminine nouns in written form and use modelled language to construct simple	Unit: Bon Appetit Children will develop their language skills by recognising cognates and near cognates and using a range of strategies to work out the meaning of unfamiliar vocabulary. They will build their understanding of French grammar by identifying the correct definite articles for masculine and feminine nouns, accurately recognising and pronouncing plural forms, and expressing simple opinions	Unit: Shopping for French Food Children will extend their understanding of French numbers by recognising and constructing two-digit numbers up to 60, using support resources where appropriate. They will continue to develop accurate pronunciation through careful listening and repeated practice of new vocabulary, while exploring

matching pictures and actions to new vocabulary, pupils will build their understanding of both spoken and written language while practising accurate pronunciation, taking turns to speak, and using appropriate intonation with increasing confidence.	and thank you, and begin to describe shapes using vocabulary related to colour, size, and shape. Pupils will also demonstrate their understanding by selecting decorations based on spoken colour descriptions and use digital software to create artwork inspired by the style of Matisse.	whiteboards, and asking and answering simple questions about their age. Pupils will also develop their reading and listening skills by recognising written number words and making links between spoken sounds and their corresponding written phonemes.	questions and sentences with the correct articles. Pupils will apply language detective skills to work out the meaning of unfamiliar words, matching labels to images and using these as a model to create their own sentences. They will also build confidence in speaking clearly, presenting simple phrases with visual support, and using suitable intonation to communicate effectively with an audience.	using j'aime and je n'aime pas. Pupils will extend their knowledge of numbers to 31, apply these in simple mathematical calculations, and confidently say and write the days of the week, including identifying yesterday and today. They will also develop their speaking skills by taking part in simple role-play activities, demonstrating clear pronunciation and secure understanding of the language.	how sentences change according to noun gender. Pupils will use prediction and recall strategies to engage with a familiar story, taking part in an oral performance with increasing confidence. They will also begin to adapt modelled language by changing nouns within simple sentences and applying these skills to produce a short written story with some support and their own ideas.
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> bonjour - hello/good morning (formal) salut - hi (informal) je m'appelle... - my name is... comment tu t'appelles? - what's your name? comment t'appelles-tu ? - what's your name? au revoir - goodbye et toi ? - and you? bien - good très bien - very good	<u>Vocabulary</u> rouge – red bleu – blue jaune – yellow vert – green blanc – white noir – black orange - orange rose - pink brun - brown violet - violet	<u>Vocabulary</u> un - one deux - two trois - three quatre - four cinq - five six - six plus (or you can use 'et') - plus moins - minus fait (literally 'makes') - equals égale - equals combien ? - how many?/how much?	<u>Vocabulary</u> écoutez - listen regardez - look parlez - speak écrivez - write lisez - read ouvrez - open fermez - close asseyez-vous - sit down levez-vous - stand up faux - false vrai - true répétez ! - repeat silence - silence	<u>Vocabulary</u> a tomate - the tomato la banane - the banana la pomme - the apple la poire - the pear la fraise - the strawberry le citron - the lemon le melon - the melon l'orange - the orange l'ananas - the pineapple les chocolats (m) - the chocolates les gâteaux (m) - the cakes les croissants (m) - the croissants	<u>Vocabulary</u> dix - ten vingt - twenty vingt-et-un - twenty-one vingt-deux - twenty-two vingt-trois - twenty-three trente - thirty quarante - forty cinquante - fifty soixante - sixty je voudrais - I would like je vais - I go au / à la / à l' - to the le marché - the market le supermarché - the supermarket le café - the café la boulangerie - the bakery la chocolaterie - the chocolate shop la pâtisserie - the cake shop

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: This is Me Children will develop their confidence in using basic French by recognising and responding to a range of greetings and introducing themselves using simple phrases. They will begin to identify common French phonemes, making connections between spoken sounds and their written forms to support accurate pronunciation. Pupils will also learn to ask and answer simple questions about how they are feeling and demonstrate their understanding by matching written captions to the correct images.	Unit: School Days Children will develop their French vocabulary by using language detective skills to understand unfamiliar words and practising accurate pronunciation, including awareness of accents. They will use visual support to present simple phrases, describe what is and is not in a classroom, and apply their understanding of masculine and feminine nouns. Pupils will also extract key information from texts, create sentences using modelled structures, and write familiar language with increasing accuracy by applying sound-spelling links.	Unit: Birthday Celebrations Children will develop their confidence in using French numbers, including counting to 31 and applying this knowledge to simple calculations. They will learn to recognise and use the months of the year, ask and answer questions about birthdays, and compare birthday traditions in France and the UK. Pupils will create and describe a simple wish list using spoken and written language, while developing cultural awareness by exploring French songs, festivals, and traditions alongside those from England.	Unit: Colourful Creatures Children will develop their understanding of French vocabulary by recognising cognates and near-cognates and using dictionaries to support independent language learning. They will explore how nouns are grouped by gender and understand how this affects adjective agreement. Pupils will apply rules of agreement to select accurate adjective forms, adapt modelled sentences using suitable vocabulary, and identify key similarities and differences between French and English word order.	Unit: Fabulous French Food Children will expand their French vocabulary by using dictionaries and language detective strategies to understand unfamiliar words within familiar written contexts. They will develop their grammatical accuracy by using the indefinite articles <i>un</i> and <i>une</i> correctly and applying familiar vocabulary and structures when speaking in sentences. Pupils will build confidence in presenting ideas orally, responding to spoken language, and demonstrating understanding of simple texts. They will also adapt written models using support materials, such as knowledge organisers, to create their own pieces of language.	Unit: Gourmet Tour of France Pupils develop their listening skills by responding to single words, short phrases, and full sentences in French. They follow short texts or rhymes while listening and reading together, recognise familiar written words, and begin to identify cognates and near cognates. Learners explore simple language detective strategies, using visual and contextual clues to work out unfamiliar vocabulary, and use a bilingual dictionary to check meanings and spellings. They also compare customs and traditions in France and the UK, discover French festivals, and gain confidence in ordering typical French food and drinks.
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> Bonjour Bonsoir Bonne nuit Salut Je m'appelle Comment tu t'appelles ? Ça va ? Ça va Ça va bien Ça va très bien Ça ne va pas	<u>Vocabulary</u> le/la/l'/les un/une et l'école dans ma salle de classe il y a il n'y a pas de/d' j'étudie un emploi du temps ouvrez les yeux fermez les yeux	<u>Vocabulary</u> la date quelle est la date ? quelle est la date de ton anniversaire ? quel âge as-tu ? j'ai huit ans joyeux anniversaire ! pour mon anniversaire je voudrais un/une	<u>Vocabulary</u> c'est bleu(e) énorme grand(e) jaune minuscule petit(e) orange rose rouge vert	<u>Vocabulary</u> vous désirez ? je voudrais s'il vous plaît merci l'addition au revoir l'entrée le plat le dessert une boisson j'aime	<u>Vocabulary</u> j'adore j'aime je n'aime pas je déteste car c'est bon délicieux horrible fade Ma nourriture préférée c'est le/la ...

Ça va mal			violet	je n'aime pas	
-----------	--	--	--------	---------------	--