

The intent of our MFL Curriculum at Waltham Leas Primary Academy:

To ensure that pupils:

- begin to understand French and communicate in it, using it in everyday life asking and responding to questions (weekly greetings).
- practise and reinforce what they learn so that they leave our school confident in using and understanding a large bank of basic vocabulary and greetings.
- use their knowledge of French with growing confidence, both to understand what they hear and read, and to express themselves in different ways.
- familiarise themselves with the sounds and written form of French.
- make comparisons between languages (celebrating languages spoken in our school).
- learn about different countries and their people, increasing their awareness of other cultures.
- develop a positive attitude towards the learning of foreign languages in general (making it part of our everyday life, celebrating our EAL children, rewarding with Dojos and French stickers, celebrating a 'languages' day).
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Pupils will be taught -

To begin to know some colours in French (colours said to them in French, children can say which colours they are). (AUTUMN)

To begin to know numbers to 10 using songs and videos. (SPRING)

To know their class animal name and sister class name (animals). (SUMMER)

To begin to understand some simple French Greetings and questions (whole school weekly greeting).

To be able to answer with a single word or short phrase (whole school weekly greeting).

Year 1

Over the course of the year children in Year 1 will develop the following knowledge and skills:

Autumn Topic	Spring Topic	Summer Topic
To know some colours (colours said to them in French-children respond in English). To understand some French Greetings and simple classroom commands. To be able to answer with a single word or short phrase.	To be confident with numbers to 10. To know their class animal name and sister class name (plus their FS class names X4 animals). To understand some French Greetings and simple classroom commands. To be able to answer with a single word or short phrase.	To know their class animal name and sister class name (plus their FS class names X4 animals). To understand some French Greetings and simple classroom commands. To be able to answer with a single word or short phrase.
Planning ideas: • Daily Greeting reinforced during register time. • Colours	Planning ideas: • Daily Greeting reinforced during register time. • Numbers to 0-10	Planning ideas: • Daily Greeting reinforced during register time. • Animal names x4

Year 2

Autumn Topic	Spring Topic	Summer Topic
To know colours (children can name colours using the correct French word). To understand a range of familiar statements and questions. To be able to give short and simple responses to what they see and hear. To be able to use set phrases.	To be able to count/use numbers in French to 20. To understand a range of familiar statements and questions. To be able to give short and simple responses to what they see and hear. To be able to use set phrases.	To know their class animal name and sister class (plus their previous classes names X6 animals). To understand a range of familiar statements and questions. To be able to give short and simple responses to what they see and hear. To be able to use set phrases.
Planning ideas: • Daily Greeting reinforced during register time. • Colours	Planning ideas: • Daily Greeting reinforced during register time. • Numbers to 20.	Planning ideas: • Daily Greeting reinforced during register time. • Animal names x6

Year 3

Over the course of the year children in Year 3 will develop the following knowledge and skills:

Autumn Topic : Language Angels :

Phonetics 1 (X)

I Am Learning (E)

Animals (E)

The 'Phonetics & Pronunciation' lessons introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practise it. We discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a French word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed.

Lesson 1-Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:CH OU ON OI

I am learning French: In this unit pupils will learn how to: pinpoint France and other French speaking countries on a map of the world. ask and answer the question 'How are you?' in French. say 'Hello' and 'Goodbye' in French. ask and answer the question 'What is your name?' in French. count to 10 in French. say 10 colours in French.

Animals: In this unit, pupils will learn how to: Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. Understand that there are more determiners/ articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Spring Topic: Language Angels :

Instruments (E)

I Am Able ...(Fr)

Instruments:

In this unit, pupils will learn how to: Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.

I am able :

In this unit, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).

Summer Topic Language Angels :

Fruits (E)

Ice-Creams (E)

Fruits : In this unit, the children will learn how to: Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.

Ice creams : In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream.

Assessment <u>I am learning French</u> : WT : I can find France on a map of the world. I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. I can say numbers 1-10 clearly in French and I can now spell some of these numbers. I can say ten key colours in French, and I can now spell some of these colours. Working at : I can find France on a map of the world if I am shown Europe first. I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class. I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. I can say some of the ten colours in French without any help and can attempt to spell some of these correctly. Greater depth : I can find France on a map of the world if an adult directs me to some of the surrounding countries. I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. I can recognise some numbers from 1-10 in French. I can recognise some of the key ten colours in French. <u>Animals</u> : WT I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings. I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings. Working At : I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings. I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French.	Assessment <u>Instruments</u> : WT: I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first. I am beginning to understand that the instruments do not all have the same definite article/determiner in French. I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings. Working At: I can attempt to name/spell at least 5 different instruments in French with the correct definite article/determiner. I understand that the instruments do not all have the same definite article/determiner. I can say/write at least 5 short phrases on 5 different instruments in French but may need to look at the vocabulary sheet to support me with the spellings. Greater Depth: I can name/spell all 10 instruments in French with the correct definite article/determiner. I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. I can say/write 10 short phrases on the 10 different instruments in French from memory. <u>I am able</u> : WT: I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings. I can match these verbs to their picture easily if I have a word and picture bank to help me. I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings. Working At : I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings. I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French. Greater depth : I can name and spell all 10 action verbs in French from memory and with high accuracy. I can match these verbs to their picture easily. I can say/write ten phrases using the verb 'je	Assessment Fruits : WT: I can repeat and recognise a few of the 10 fruits in French with their correct article. I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French if they like a particular fruit if I hear the question being asked first. I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately. Working At : I can repeat and recognise most of the 10 fruits in French with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first. Greater Depth: I can name and recognise all 10 fruits presented in this unit with the correct article. I can attempt to spell more than 5 of these fruits in French with relative accuracy. I can ask somebody in French if they like a particular fruit with no reminder first. I can say in French which of the 10 fruits I like and dislike, without the need for a model answer. Ice Creams : WT : I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit. I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model. I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first. I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first. Working At : I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit. I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy. I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first. I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first. I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first.

Greater depth : I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy. I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.	peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.	Greater Depth : I can name and recognise all 10 ice-cream flavours as presented in this unit. I can attempt to spell more than 5 of these flavours in French with high accuracy. I can say in French that I would like an ice-cream using 'je voudrais'. I can specify in French what flavour ice-cream I would like. I can specify in French whether I would like my ice-cream in a cone or a small pot/tub.
--	---	---

National Curriculum coverage:

- § listen attentively to spoken language and show understanding by joining in and responding
- § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- § engage in conversations; ask and 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 intonation so that others understand when they are
- § reading aloud or using familiar words and phrases*
- § listen attentively to spoken language and show understanding by joining in and responding
- § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- § engage in conversations; ask and 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 intonation so that others understand when they are
- § reading aloud or using familiar words and phrases*
- § read carefully and show understanding of words, phrases and simple writing
- § read carefully and show understanding of words, phrases and simple writing
- § appreciate stories, songs, poems and rhymes in the language

Year 4

Autumn Topic Language Angels :

Phonetics 1 (X)

Fruits (E)

I am able

The 'Phonetics & Pronunciation' lessons introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practise it. We discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a French word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed.

Phonetics 1-2 (X)

Lesson 1-- CH OU ON OI / Lesson 2- IN IQUE ILLE

Fruits (E) In this unit the children will learn how to: Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.

I am able :

In this unit, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).

Spring Topic Language Angels :

Vegetables (E)

Presenting Myself (I)

Vegetables (E)

In this unit pupils will learn how to: Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

Presenting Myself (I)

In this unit the children will learn how to: Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.

Summer Topic Language Angels :

In the Classroom (I)

At the Tea Room (Fr)

In the Classroom (I)

In this unit the children will learn how to: Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.

At the Tea Room (Fr)

In this unit the children will learn how to: Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.

Assessment	Assessment	Assessment
<u>Fruits :</u> WT: I can repeat and recognise a few of the 10 fruits in French with their correct article. I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French if they like a particular fruit if I hear the question being asked first. I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately. Working At : I can repeat and recognise most of the 10 fruits in French with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first. Greater Depth: I can name and recognise all 10 fruits presented in this unit with the correct article. I can attempt to spell more than 5 of these fruits in French with relative accuracy. I can ask somebody in French if they like a particular fruit with no reminder first. I can say in French which of the 10 fruits I like and dislike, without the need for a model answer. <u>I am able :</u> WT: I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings. I can match these verbs to their picture easily if I have a word and picture bank to help me. I can say/write a short phrase using the verb ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings. Working At : I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings. I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. I can say/write at least one short phrase using the verb ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able) plus an action verb in French. Greater depth : I can name and spell all 10 action verbs in French from memory and with high accuracy. I can match these verbs to their picture easily. I can say/write ten phrases using the verb ‘je peux’ (I am able) and ‘je ne peux pas’ (I am not able) plus each action verb in French. I can put these structures together to form a	<u>Vegetables :</u> WT : I can repeat and recognise a few of the 10 vegetables in French with their correct article. I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French for a particular vegetable if I hear the model being said by somebody else first. I can perform a very simple French role play about buying vegetables at a market stall, but I will need a model answer for me to copy accurately from. Working at : I can repeat and recognise most of the 10 vegetables in French with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from. Greater Depth : I can name and recognise all 10 vegetables presented in this unit in their plural form. I can attempt to spell more than 5 of these vegetables in French with relative accuracy. I can ask somebody in French for a particular vegetable, using “je voudrais” with no reminder first and know how to ask for one kilo or a half kilo. I can perform a very simple French role play about buying vegetables at a market stall. <u>Presenting myself :</u> WT : I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. Working At : I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and also use the numbers out of sequence. I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. Greater Depth : I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. I can repeat correctly how to say my nationality.	<u>In the Classroom :</u> WT : I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me. I can attempt changing the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. I can recall in spoken and possibly written form what I have and do not have in my pencil case, if I can work with a word bank with pictures to support me. Working at : I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners. I am able to change the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are. I can recall in spoken and written form what I have and do not have in my pencil case. Greater Depth : I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy. I am able to change the word for ‘a’ before a classroom object to the correct word for ‘my’ with confidence. I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy. <u>At the Tea Room :</u> WT : I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me. I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. I can ask for one item I would like to eat and one I would like to drink in a salon de thé. Working At : I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me. I can attempt changing a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options.

more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.		Greater Depth : I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. I can change a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.
National Curriculum coverage: § listen attentively to spoken language and show understanding by joining in and responding § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words § engage in conversations; ask and 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 intonation so that others understand when they are § reading aloud or using familiar words and phrases* § listen attentively to spoken language and show understanding by joining in and responding § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words § engage in conversations; ask and 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 intonation so that others understand when they are § reading aloud or using familiar words and phrases* § read carefully and show understanding of words, phrases and simple writing § read carefully and show understanding of words, phrases and simple writing § appreciate stories, songs, poems and rhymes in the language		
Planning ideas: Daily Greeting reinforced during register time.	Planning ideas: Daily Greeting reinforced during register time	Planning ideas: Daily Greeting reinforced during register time.

Year 5		
Autumn Topic <u>Language Angels :</u> Phonetics 1-3 (X)/ Seasons (E) Ice-Creams (E)	Spring Topic <u>Language Angels :</u> Presenting Myself (I) My Family (I)	Summer Topic <u>Language Angels :</u> At the Tearoom (Fr) My Home (I)
Autumn 1 <u>Phonetics 1-3 (X)</u> Lesson 1-Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:CH OU ON OI Lesson 2-Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:I IN IQUE ILLE Lesson 3-Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:É E È EAU EUX <u>Seasons (E)</u> In this unit the children will learn how to: Recognise, recall and remember the 4 seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'. Autumn 2:Ice-Creams (E)	<u>Presenting Myself (I)</u> In this unit the children will learn how to: Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. <u>My Family (I)</u> In this unit pupils will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	<u>At the Tea Room (Fr)</u> In this unit the children will learn how to: Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. <u>My Home (I)</u> In this unit the children will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their

In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like a cone or a small pot/tub of ice-cream.		home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
Assessment <u>Seasons</u> WT: I can attempt to name/spell all 4 seasons in French with the correct article/determiner but will need to look at the vocabulary sheet first. I can say/write a short phrase on at least one season in French but may need to look at the vocabulary sheet first to support me with the spellings. I can say/write which is my favourite season in French. I may need to look at the vocabulary sheet first to support me with the spellings. I may also need to hear and see a model answer first. AT: I can attempt to name all 4 seasons in French from memory with the correct article/determiner with some support. I can say/write a short phrase on at least one season in French from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings. I can say/write which is my favourite season in French. I find it more challenging when	Assessment <u>Presenting myself :</u> WT : I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. Working At : I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and also use the numbers out of sequence. I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. Greater Depth : I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. I can repeat correctly how to say my nationality. <u>My Family (I)</u> WT: I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge. I can match the words to pictures for the family members in French and, with support, tell you what	Assessment <u>At the Tea Room :</u> WT : I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me. I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. I can ask for one item I would like to eat and one I would like to drink in a salon de thé. Working At : I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me. I can attempt changing a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options. Greater Depth : I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. I can change a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French. <u>My Home:</u>

asked to provide a justification using the conjunctions 'et' and 'car'. Exceeding: I can name/spell all 4 seasons in French from memory, with high accuracy and with the correct article/determiner. I can say/write a short phrase on each season from memory in French with high accuracy. I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions 'et' and 'car'. <u>Icecreams</u> WT- I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit. I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model. I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first. I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first. AT- I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit. I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy.	relation they are to me, if I have any brothers or sisters or if I am an only child. I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher. I can tell you with support, how old a family member is. AT:I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names. I may need help with changing the verb from 'I am called' to 'he/she is called'. I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'. Exceeding: I can remember all the language covered in the 'Presenting Myself' unit, without help. I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the	WT- I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first. I can say and write where my house or apartment is if I can hear the examples first and work from a model. I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me. I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging. AT- I can say and write whether I live in a house or an apartment with high accuracy. I can say and write where my house or apartment is after I have heard the options. I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me. Exceeding- I can say and write whether I live in a house or an apartment. I can say and write where my house or apartment is based using the choices given. I can repeat and recognise all ten rooms of the house with their gender in French. I can
--	--	--

I can say in French that I would like an ice-cream, using ‘je voudrais’ but I may need a reminder of the answer first. I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first. I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first. Exceeding- I can name and recognise all 10 ice-cream flavours as presented in this unit. I can attempt to spell more than 5 of these flavours in French with high accuracy. I can say in French that I would like an ice-cream using ‘je voudrais’. I can specify in French what flavour ice-cream I would like. I can specify in French whether I would like my ice-cream in a cone or a small pot/tub.	siblings I have, how old they are and say their names. I am able to manipulate the verb ‘s’appeler’ (to be called) in order to talk about what other family members are called. I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. I understand how the verb ‘avoir’ (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.	possibly even spell all these words unaided with good accuracy. I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply. I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.
--	---	---

National Curriculum coverage:

- § listen attentively to spoken language and show understanding by joining in and responding
- § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- § engage in conversations; ask and 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 intonation so that others understand when they are
- § reading aloud or using familiar words and phrases*

§ listen attentively to spoken language and show understanding by joining in and responding § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words § engage in conversations; ask and 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 intonation so that others understand when they are § reading aloud or using familiar words and phrases* § read carefully and show understanding of words, phrases and simple writing § read carefully and show understanding of words, phrases and simple writing § appreciate stories, songs, poems and rhymes in the language		
Planning ideas: • Daily Greeting reinforced during register time. • Language Angels -Phonetics 1-3 (X)	Planning ideas: • Daily Greeting reinforced during register time. • Language Angels -	Planning ideas: • Daily Greeting reinforced during register time. • Language Angels -

Year 6		
Autumn Topic Language Angels : Phonetics 1-3 (X)/Presenting Myself (I) My Family (I)	Spring Topic Language Angels : The Date (I) Do You Have a Pet? (I)	Summer Topic Language Angels : My Home (I) Clothes (I)
<u>Autumn 1</u> <u>Phonetics 1-3 (X)</u>	<u>Spring 1 The Date (I)</u> In this unit the children will learn how to: Repeat and recognise the months of the year in French.	<u>Summer 1 My Home (I)</u> In this unit the children will learn how to: Say whether they live in a house or an apartment and say

Lesson 1-Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:CH OU ON OI Lesson 2-Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:I IN IQUE ILLE Lesson 3-Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are:É E Ê EAU EUX <u>Presenting Myself (I)</u> In this unit the children will learn how to: Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. <u>Autumn 2</u> <u>My Family (I)</u> In this unit pupils will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French.	Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar. <u>Spring 2</u> <u>Do You Have a Pet? (I)</u> In this unit pupils will learn how to: Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). <u>Summer 2 Clothes (I)</u> In this unit the children will learn how to: Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.
---	---	---

Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).		
Assessment <u>Presenting Myself (I)</u> WT- I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. I can understand some of the basic language covered in ‘Presenting Myself’ and will need regular opportunities in this and other units to revise and consolidate this previous knowledge. AT- I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and also use the numbers out of sequence. I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. I can remember most of the language covered in the ‘Presenting Myself’ unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.	Assessment The Date WT-I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help. I can ask the date in French and say the correct date in French. I can ask when somebody has their birthday in French and tell them when I have my birthday. AT- I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap- fill exercise. I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. I can ask somebody when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer. Exceeding- I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the	Assessment My Home WT- I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first. I can say and write where my house or apartment is if I can hear the examples first and work from a model. I can repeat and recognise all ten rooms of the house with their correct gender in French I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me. I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging. I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first.

Exceed- I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher.

I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help.
I can repeat correctly how to say my nationality.
I can remember all the language covered in the 'Presenting Myself' unit, without help.

My Family (I)

WT- I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.

I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.
I can tell you with support, how old a family member is.

AT- I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.

I may need help with changing the verb from 'I am called' to 'he/she is called'.
I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.

Exceeding- I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.

year to their English equivalent.

I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer.

I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder.

Do You Have A Pet?

WT-- I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them.

I can match words to pictures but I am unable to spell the words from memory.

I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge.

I can attempt to improve my spoken and written French using the connectives et ("and") or mais ("but") if I hear an example first.

AT- I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.

I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time

AT- I can say and write whether I live in a house or an apartment with high accuracy.

I can say and write where my house or apartment is after I have heard the options.

I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy.

I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

Exceeding- I can say and write whether I live in a house or an apartment.

I can say and write where my house or apartment is based using the choices given.

I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy.

I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply.

I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.

I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.	to work out what I want to say and see an example first to remind me. I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written French using the connectives et ("and") or mais ("but"). Exceeding- I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them. I can match words to pictures but I am unable to spell the words from memory. I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge. I can attempt to improve my spoken and written French using the connectives et I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. I can ask somebody if they have or do not have a particular pet and give this information back from memory. I can also tell you the name of my pet from memory using a full sentence in French.	<u>Homes</u> <u>WT-</u> I can use picture cards to help me remember some of the clothes vocabulary in French and can attempt to spell some of the clothes that are similar to the English. I can match the French words to their matching pictures if an adult reads the words to me first. I am able to tell you what I am wearing when I have time to prepare and all the language is in front of me, but I can only remember the je part of the verb porter. I can tell you what I wear in different weather/scenarios if I hear/see a model answer first. I can attempt to describe clothing by colour and understand that the spelling and pronunciation of the colour may change depending on what the item of clothing is. I am becoming more confident using mon, ma and mes. I understand that there are different words for 'my' in French. I often need support knowing which one to use. AT-I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy. I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of porter in front of me.
---	--	---

	I can improve my spoken and written French by using the connectives et (“and”) or mais (“but”)	I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement. I am becoming increasingly confident using the possessive adjectives mon, ma and mes. Les vêtements Exceeding- I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb porter. I can tell you what I wear, possibly what my friend wears in different weather/situations. I can describe clothing by colour and understand the concept of adjectival agreement. I am confident using the possessive adjectives mon, ma and mes and can do so with high accuracy.
--	---	---

National Curriculum coverage:

- § listen attentively to spoken language and show understanding by joining in and responding
- § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- § engage in conversations; ask and 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 intonation so that others understand when they are

§ reading aloud or using familiar words and phrases*

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

§ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

§ engage in conversations; ask and 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 intonation so that others understand when they are

§ reading aloud or using familiar words and phrases*

§ read carefully and show understanding of words, phrases and simple writing

§ read carefully and show understanding of words, phrases and simple writing

§ appreciate stories, songs, poems and rhymes in the language

Planning ideas:

- Daily Greeting reinforced during register time.
- Language Angels -Phonetics 1-3 (X)

Planning ideas:

- Daily Greeting reinforced during register time.
- Language Angels -

Planning ideas:

- Daily Greeting reinforced during register time.
- Language Angels -