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| **Upper Foundation Stage** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1Lesson: 1,2,3,4,5,6 | Meetings & GreetingsSaying HelloFinger RhymesTeacher reading familiar short stories in target languageIntroduce classroom commands |  | Finger rhymesRecognising tone of voiceUsing different voice tonesEnjoying a short storyRelay race gamesHello, sir, miss- Bonjour, Madame, MonsieurSong: Alouette |  |
| Half term 2Lesson: 7,8,9,10,11,12,13,14 | Understanding praise wordsBeing at school in another countryChristmas decorations and Christmas around the world, traditions |  | Action songYes, no- oui / nonReceptive language, super, well done, very good, excellent- super,tres bien, bravo, excellentListening to a Christmas carolSong: Regarde les feuillesSong: Savez-vous planter les choux?Je veux çaSongs: Petit Papa Noel | Looking at books written in another languageSuggested book- En ville |
| Half term 3Lesson: 15,16,17 | Counting to 10 and sorting objectsOrdering numbers Sing We wish you a Merry Christmas in target language |  | 1 to 10Joining in with an action songExtension language for teacher- Bonjour Eric! Quatre, cingSong: Pedali Pedalo |  |
| Half term 4Lesson: 18,19,20,21,22,23 | An introduction to names of people in FrenchRevisit HelloFamily namesSorting animals into family groupsIntroduce goodbyeBreakfast food |  | Allocate names to puppetsUnderstand that there are two different ways to make the same sound- eau/auxPutting actions to a songMummy, Daddy, BabyBonjour, Luc, Carole, Louise, Yann, Au revoirBaguette, croissants, pain au chocolatSong: Pedali PedaloSong: Bateau, CiseauxUn,deux,trois,quatreSong: Bonjour maman | Start to identify the written names for numbers 1-4 in French |
| Half term 5Lesson: 24, 25,26,27 | Deducing the meaning of spoken language through contextFavourite foods from around the world  |  | Joining in with an action songPapa elephant, maman elephant, bebe elephant, crocodile, lion,giraffeTeacher language: C’est a qui?C’est a Jospeh?Non, Je pense que nonOui! A Frank!Song: Bateau, CiseauxSong: Une pomme verteVerte, rouge, d’or |  |
| Half term 6Lesson:28,29 | Playground games and songsUnderstanding the events in a story through the use of picturesRevisit numbers and use 3 colours- children are not expected to learn or be able to reproduce this language- just respond to receptive language practised through song |  | Joining in with a playground game and songReceptive language introduced through the stroryEnjoying a short storySong: Une pomme verteVerte, rouge, d’orStory: J’ai perdu mon ballon |  |
| **Year 1** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1Lessons:1,2,3,4,5,6,7 | Celebrating birthdaysRecognising similarities between words in different languagesReacting to food items  |  | Enjoy listening to a short storyCircle gameReacting to likes and dislikesKey vocab: Thank you, yum-yum, delicious, Yuk! |  |
| Half term 2Lessons: 8-14 | Learning everyday language through a songRevision of numbers 1 to 3 and extending to 1-6EmotionsChristmas | Je suis |  language through a songKey vocab: One to 10 in context happy, sad, tired, angry, excited, worried. |  |
| Half term 3Lessons: 15-22 | New YearEnjoying a short storyRevise numbers Explore an aspect of culture- Chinese New Year celebrations |  | Enjoying a short storyWatching and performing a simple finger rhymeNoticing patternsExploring the sounds of words in foreign language |  |
| Half term 4Lessons 23-26 | Revisit EmotionsLearn French playground games |  | Play with vowel sounds- how the I sound in English makes an e sound in French- Merci, Fifi, Mimi |  |
| Half term 5Lessons 27-30 | Action SongWarm up games |  | Imitating accentsEnjoying a fable |  |
| Half term 6Consolidation | Focus on role play Listening to stories for EnjoymentAccess the MFL reading area |  | To use acquired language to develop own role plays | Children to create short written dialogues from acquired language use vocabulary banks |
| **Year 2** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1Lessons 1- | ColoursRecognise repeated language in a story  | I am | Use expressionJoin in with repeated refrainsLearn colours- red, blue, yellow, green  |  |
| Half term 2 | Creating a sports kitChristmas- Christmas song and short role playFrench playground games | Et | Learn language for shorts and T-shirt and apply knowledge of colours to describe kit- additional language- white, black, andLearn and perform Christmas songUse language acquired to perform play from La Jolie Rounde Christmas book | Read and identify colours in FrenchLabel their own sports lit in French |
| Half term 3 | The Fruit shop |  | Learn 5 fruits, orange, pear, banana, apple and kiwiExtend with question- Combien, Extended into fruit shop role play using all known language | Listen to The Very Hungry Caterpillar in French, recognise fruit and join in with repeated phrases |
| Half term 4 |  |  |  |  |
| Half term 5 | The Seaside- exploring physical and human features making links between UK seasides and those abroadHoliday song |  | Buying food at the seaside – holiday food and drinksUsing this vocabulary in role play and extending using acquired language.Si tu aime le soleil | Listen to story in target language and join in with repeated phrases |
| Half term 6Consolidation | Focus on role play Listening to stories for EnjoymentAccess the MFL reading area |  | To use acquired language to develop own role plays | Children to create short written dialogues from acquired language use vocabulary banks |
| **Year 3** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | Greetings and stating nameNumbers 0-10Classroom instructions | Introduction to the concept of gender | Imitate pronunciationRespond with single word or short phraseKnow how to pronounce grapheme – *oi, eu* | Write short introductory sentence |
| Half term 2 | Stating name and ageRecognising formal forms of addressLearning key verb *avoir*Re-visit numbers in understanding and stating age | Introduction to key verb *avoir* used with age: *J’ai sept ans.**J’ai* – I have*Tu as* – You have | Recite a short rhyme with accurate pronunciationPresent a short dialogue with greeting, asking and answering name and age. | Record short dialogue in writing following a model. |
| Half term 3 | Colours Re-visit grapheme – *oi eu* through a rhyme | Introduction to key verb *être*: *Elmer est* – Elmer is*Les éléphants sont* - Elephants are | Ask and answer a question  | Record short sentences describing the animal, using the verb *être*Use a range of adjectives to give the description, with correct punctuation. |
| Half term 4 | Re-visit colours and the plural of the verb *être*Names of fruit and other food itemsExplore healthy eating choices when describing foods that are good/bad for healthRe-visit numbers 1-10 though a French song; extend to 12Re-visit graphemes *oi* and *eu* | Re-visit the concept of gender linked to food items:*Le* – masculine*La* – feminine*Les* – pluralPlural forms of nounsUse of the determiner in French: *J’aime le chocolat’.**Le chocolat, c’est bon pour la santé?* | Know the pronunciation of grapheme – *oi eu*Know that the final consonant is rarely pronounced in French | Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb *être* |
| Half term 5 | Re-visit numbers 0-12Re-visit food itemsRe-visit grapheme *oi*Re-visit pronunciation rule of not pronouncing final consonant | Re-visit use of the determiner and gender | Use accurate pronunciation when reading a rap containing practised sounds and the grapheme *oi* | Join in reading repeated phrases from a story book |
| Half term 6 | Days of the weekMonths of the year |  | Know how to pronounce the letter *i*  | Re-read and be able to place in the correct order jumbled up sentences from the story bookCopy and learn key vocabulary |

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| **Year 4** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | Re-visit coloursRe-visit numbers 0-10Parts of the bodyAdjectives to link to the text ‘*Grand Monstre Vert’*Asking for the French equivalent of a word in English | Re-visit the concept of gender, recognising masculine and feminine nounsIntroduction to adjectives, position and agreementRe-visit high frequency verbs *avoir* and *être* | Imitate pronunciationRespond with single word or short phrase whilst reading a core textListen for specific words and phrases, recognising previously learned vocabulary in a new context | Write sentences to describe the monster, following a model:*Le monstre a cinq jambes et deux yeux bleus.**Le monstre a un petit nez* *vert.**Le monstre est très grand.* |
| Half term 2 | Zoo animalsAdjectives | Re-visit gender and agreement of adjectives when describing zoo animalsIntroduction to third person pronoun: *il , elle*Re-visit verb *être*Use quantifiers: *assez, très* | Know how to pronounce 6 vowel sounds through the introduction of vocabulary and through songsSay simple sentences to describe an animal | Recognise masculine and feminine adjectivesRead short sentences with accurate pronunciation when describing animals |
| Half term 3 | Family members – asking and answering questionsUsing third person to give information about family membersRe-visit numbers when stating age | Re-visit gender and determinersIntroduce possessive pronoun: *mon, ma*Use first and third person of verb *avoir* and re-visit third person pronouns: *il, elle*Introduction to negative sentences: *Je n’ai pas de* | Introduction of graphemes: *ou, in* and recap of key rule of not pronouncing final consonantAsk and answer questions about family membersParticipate in a role play, introducing family members and stating names and ages  | Take notes to prepare a role playWrite the scene from an airport role play with correct possessive pronoun and correct verb  |
| Half term 4 | Text: ‘*Le radis géant’*Pets | Re-visit verb *avoir*Use first person of *avoir* to form positive and negative sentencesRe-visit plural nouns and introduction to irregular plurals – *oiseaux, souris* | Confidently pronounce graphemes: *ou, in, oi, eau*Recognise and order the lyrics of a traditional songFollow a traditional tale, joining in with repeated phrasesAsk and answer questions relating to family members and pets  | Write sentences using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets |
| Half term 5 | Leisure activitiesStating likes/dislikes in relation to hobbiesConjunctions – *et, mais*Numbers to 30 | Use an opinion in front of an infinitive verbRe-visit positive and negative verb form *j’ai* / *je n’ai pas* and relate to*J’aime / je n’aime pas*  | State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies | Write sentences to describe hobbies as part of a classroom display |
| Half term 6 | Re-visit leisure activities and opinionsMeans of transportPoints of the compassRe-visit months of the yearPacking a suitcase for the holidays  | Basic adverbial at start of sentence: *Normalement,*Re-visit quantifiers: *un* *peu, très, assez*Re-visit colours and position of adjectives: *un short rouge* | Participate in a survey about leisure activities, answering in a complete sentencePronounce graphemes *on* and *eau* accuratelyPresent information about the climate in France, re-using previously learned vocabulary: *En juillet il fait très chaud* | Deduce meaning of unfamiliar vocabulary Write sentences to describe the climate in France |

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| **Year 5** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | *Il y a*State what can be found on the high street and the location of shops and buildings: *c’est à gauche, à droite, au coin* | Re-visit the position and agreement of adjectives, knowing that *petit* and *grand* are placed in front of the nounRe-visit formation of negative sentences with *ne…..pas* on either side of verb | Pronunciation of grapheme *ch, an, é, in*Give two sentences describing what can be found on the high street, using adjectives in the correct positionUnderstand the use of stalling strategies / fillers in French during conversations and use them during a short conversation Use correct intonation when asking a question  | Read and order a conversation asking for directions |
| Half term 2 | Re-visit days of the week Time of day: *lundi matin à dix heures*Adjectives to describe the high street at different timesRe-visit quantifiers: *assez, un peu, très*Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies | Re-visit agreement of adjectivesRe-visit expressing an opinion in front of an infinitive verb: *Je déteste faire du shopping*Re-visit use of determiner: *J’adore le football* | Pronunciation re-cap of graphemes *oi* and *in* | Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaningMatch extracts of a story to the correct imageWrite a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions |
| Half term 3 | Re-visit days of the weekRe-visit leisure activities and extend with: *jouer au, faire du/de la*Recap numbers 0-20Introduce numbers 30 – 50Introduce comparatives with adjectives: *plus…. que* | Recap expressing an opinion in front of an infinitive verb: *J’aime jouer au tennis*Introduction of immediate future tense in first and second person: *Qu’est-ce que tu vas faire?**je vais* + infinitive |  Pronounce grapheme: *on*Say a sentence in the immediate future tense in response to a question |  Write a ‘keep fit’ plan using immediate future tense and verbs in the infinitive:*Lundi – je vais nager: 30 minutes*Write comparative sentences as part of a display on health and fitness following a model |
| Half term 4 | Revision and extension of food item vocabulary, appreciating cultural differences in eating habitsRe-visit opinions vocabularyRe-visit stalling strategiesRe-visit conjunctions: *et, mais, aussi* | Choose the correct word order when writing sentences about likes and dislikesRe-visit formation of negative sentencesModal verb: *vouloir* when offering and accepting food*Tu veux?**Je voudrais* | Pronounce grapheme *an*Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model Demonstrate understanding from a recording identifying likes/dislikes and food itemsUse appropriate form of *vouloir* when offering and accepting food | Complete the gaps in a transcript of a recording as part of a dictation exerciseWrite dictated sentences containing familiar vocabulary accurately: *J’aime le fromage et j’aime aussi le jambon*Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes |
| Half term 5 | Introduction to French literature: Déjeuner du Matin, by poet Jacques PrévertPrepositions: *dans, sur, sous, sans, avec*Re-visit days of the week, months of the year, numbers 0-31DateWeather expressionsSeasonsAdverbs: *normalement, en general, quelquefois* | Extend basic sentences with the use of adverbs using correct punctuation | Pronounce grapheme *eau*Recognise dates on an audio recording at near normal speedDeliver a short weather report using a model to substitute date, city, weather condition, temperature | Recognise familiar vocabulary within a poemRecognise verbs within an extract of the poem Déjeuner du MatinApply knowledge of pronunciation rules and use place names and weather conditions to produce a short rhyming poem: *A Marseilles il y a du soleil*Write sentences to describe the climate in England in different seasons |
| Half term 6 | Re-visit points of the compassState where you live: *J’habite à…… en Angleterre*Compare objects and products which represent our culture with those of another countryUnderstand stereotyping Quiz to recap learning throughout the year | *à* + city*en* + country (feminine)*au* + country (masculine) | State where you live and where this is in the UK | Read an extended weather report using skimming and scanning techniques to answer comprehension questionsRe-arrange sentences to form a coherent paragraph |

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| **Year 6** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | Re-visit classroom routines and commandsRe-visit stating the dateRe-visit weather conditionsClassroom itemsRe-visit and extend clothes vocabularyAdjectives to describe clothes – *super, joli, moche, laid* | Re-visit and extend explanation of negative sentences with high frequency verb *avoir: j’ai / je n’ai pas de**As-tu….?*Re-visit indefinite determiner*: un* and *une* and the plural *des* (some)Re-visit position and agreement of adjectivesRe-visit use of the determiner: *J’aime le bleu* | Pronunciation of grapheme *eau, an, au, th*Use correct intonation when asking a question Perform a classroom role play as part of a group, speaking in complete sentences where appropriate  | Read and deduce meaning from a non-fiction text relating to a healthy breakfast; use a bilingual dictionary as appropriate Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a model |
| Half term 2 | Re-visit family membersRe-visit adjectives to describe family members: *sympa, intelligent, amusant, sportif, beau*Re-visit quantifiers: *très, assez*Traditional tale: Le Petit Chaperon RougeOccupations: *Il est vendeur* | Re-visit describing someone using third person verbs:  *il / elle s’appelle*Re-visit third person of high frequency verbs: *Avoir – il a, elle a**Etre - il est, elle est*Re-visit agreement of adjectivesUnderstand that the determiner is not used when describing occupations: *il est vendeur* | Listen to and follow a traditional, well-known tale, identifying key information from the audio recording Order the lyrics of a song as it is playedIdentify family members and occupations from an audio recording | Read a letter in French and answer true/false statements in French, relating to the contentUse knowledge of English to deduce meaning of unfamiliar vocabularyUse a bilingual dictionary to write statements about the members of an imaginary family and their occupations |
| Half term 3 | Re-visit: *il y a* House and home: rooms of the houseRe-visit preposition: *dans*Re-visit stating where you live: *J’habite à Wakefield.*French alphabetAdjectives to describe ideal homePrepositions: *en bas, en haut* | Re-visit position and agreement of adjectives |  Pronounce grapheme: *on, an, é, è*Order statements as a recording is playedFollow a recording at near normal speed matching nouns to adjectives |  Write a description of an ideal home: *Dans ma maison idéale il y a une grande cuisine, un joli jardin et une salle de bains de luxe. En haut il y a aussi…..*Identify different text types from authentic French written extracts: letter, recipe, weather report, joke etc. |
| Half term 4 | Re-visit vocabulary relating to house and homeRe-visit prepositions: *sur, sous*Appreciation of French literature: *Liberté* by the poet Paul EluardRe-visit French alphabet | Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary | Prepare and record a short radio advert for a rented property, attempting good intonation and accurate pronunciation Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions  | Identify key information from an advert for a house available to rentUse a bilingual dictionary judiciously to support understanding of a poemIdentify features of a poem and the author’s intentWrite an additional verse to the poem, making use of a bilingual dictionary |
| Half term 5 | Understand where French is spoken in the worldExtended project: Plan a holiday to a French-speaking countryRe-visit days, months, datesAccommodation: *un hôtel, un appartement, un gîte, un camping*Re-visit preposition: *dans*Means of transport: *en avion, en bateau, en train, en voiture* | Re-visit immediate future tense – *aller* + infinitive – *on va aller; on va partir; on va rester ; on va prendre* |  | Draft holiday plans in written form: *On va aller au Maroc. On va partir le samedi 27 juillet pour une semaine.**On va aller en avion; on va prendre l’avion de Manchester à 10h 55*Write a short letter to book holiday accommodation, adapting a model |
| Half term 6 | Extended project continued: Plan a holiday to a French-speaking countryAdverbials: *d’abord, plus tard*Places of interest: *le* *musée, le château* etcRe-visit conjunctions: *et, aussi*Present information about an aspect of culture of the country studied during the projectQuiz to recap learning in Year 6 and revision activities to recall learning across the key stage  | Re-visit immediate future tense – *aller* + infinitive - in third person:*On va visiter**On va regarder*Re-visit gender and its importance when learning nouns |  | Adapt a programme of activities as part of a holiday plan: *Lundi, on va visiter le château et plus tard on va visiter la plage.* |