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| **Upper Foundation Stage** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1  Lesson: 1,2,3,4,5,6 | Meetings & Greetings  Saying Hello  Finger Rhymes  Teacher reading familiar short stories in target language  Introduce classroom commands |  | Finger rhymes  Recognising tone of voice  Using different voice tones  Enjoying a short story  Relay race games  Hello, sir, miss- Bonjour, Madame, Monsieur  Song: Alouette |  |
| Half term 2  Lesson: 7,8,9,10,11,12,13,14 | Understanding praise words  Being at school in another country  Christmas decorations and Christmas around the world, traditions |  | Action song  Yes, no- oui / non  Receptive language, super, well done, very good, excellent- super,tres bien, bravo, excellent  Listening to a Christmas carol  Song: Regarde les feuilles  Song: Savez-vous planter les choux?  Je veux ça  Songs: Petit Papa Noel | Looking at books written in another language  Suggested book- En ville |
| Half term 3  Lesson: 15,16,17 | Counting to 10 and sorting objects  Ordering numbers  Sing We wish you a Merry Christmas in target language |  | 1 to 10  Joining in with an action song  Extension language for teacher- Bonjour Eric! Quatre, cing  Song: Pedali Pedalo |  |
| Half term 4  Lesson: 18,19,20,21,22,23 | An introduction to names of people in French  Revisit Hello  Family names  Sorting animals into family groups  Introduce goodbye  Breakfast food |  | Allocate names to puppets  Understand that there are two different ways to make the same sound- eau/aux  Putting actions to a song  Mummy, Daddy, Baby  Bonjour, Luc, Carole, Louise, Yann, Au revoir  Baguette, croissants, pain au chocolat  Song: Pedali Pedalo  Song: Bateau, Ciseaux  Un,deux,trois,quatre  Song: Bonjour maman | Start to identify the written names for numbers 1-4 in French |
| Half term 5  Lesson: 24, 25,26,27 | Deducing the meaning of spoken language through context  Favourite foods from around the world |  | Joining in with an action song  Papa elephant, maman elephant, bebe elephant, crocodile, lion,giraffe  Teacher language:  C’est a qui?  C’est a Jospeh?  Non, Je pense que non  Oui! A Frank!  Song: Bateau, Ciseaux  Song: Une pomme verte  Verte, rouge, d’or |  |
| Half term 6  Lesson:28,29 | Playground games and songs  Understanding the events in a story through the use of pictures  Revisit 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 song  Receptive language introduced through the strory  Enjoying a short story  Song: Une pomme verte  Verte, rouge, d’or  Story: J’ai perdu mon ballon |  |
| **Year 1** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1  Lessons:1,2,3,4,5,6,7 | Celebrating birthdays  Recognising similarities between words in different languages  Reacting to food items |  | Enjoy listening to a short story  Circle game  Reacting to likes and dislikes  Key vocab: Thank you, yum-yum, delicious, Yuk! |  |
| Half term 2  Lessons: 8-14 | Learning everyday language through a song  Revision of numbers 1 to 3 and extending to 1-6  Emotions  Christmas | Je suis | language through a song  Key vocab: One to 10 in context  happy, sad, tired, angry, excited, worried. |  |
| Half term 3  Lessons: 15-22 | New Year  Enjoying a short story  Revise numbers  Explore an aspect of culture- Chinese New Year celebrations |  | Enjoying a short story  Watching and performing a simple finger rhyme  Noticing patterns  Exploring the sounds of words in foreign language |  |
| Half term 4  Lessons 23-26 | Revisit Emotions  Learn French playground games |  | Play with vowel sounds- how the I sound in English makes an e sound in French- Merci, Fifi, Mimi |  |
| Half term 5  Lessons 27-30 | Action Song  Warm up games |  | Imitating accents  Enjoying a fable |  |
| Half term 6  Consolidation | Focus on role play  Listening to stories for Enjoyment  Access 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 1  Lessons 1- | Colours  Recognise repeated language in a story | I am | Use expression  Join in with repeated refrains  Learn colours- red, blue, yellow, green |  |
| Half term 2 | Creating a sports kit  Christmas- Christmas song and short role play  French playground games | Et | Learn language for shorts and T-shirt and apply knowledge of colours to describe kit- additional language- white, black, and  Learn and perform Christmas song  Use language acquired to perform play from La Jolie Rounde Christmas book | Read and identify colours in French  Label their own sports lit in French |
| Half term 3 | The Fruit shop |  | Learn 5 fruits, orange, pear, banana, apple and kiwi  Extend 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 abroad  Holiday song |  | Buying food at the seaside – holiday food and drinks  Using 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 6  Consolidation | Focus on role play  Listening to stories for Enjoyment  Access 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 name  Numbers 0-10  Classroom instructions | Introduction to the concept of gender | Imitate pronunciation  Respond with single word or short phrase  Know how to pronounce grapheme – *oi, eu* | Write short introductory sentence |
| Half term 2 | Stating name and age  Recognising formal forms of address  Learning 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 pronunciation  Present 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 items  Explore healthy eating choices when describing foods that are good/bad for health  Re-visit numbers 1-10 though a French song; extend to 12  Re-visit graphemes *oi* and *eu* | Re-visit the concept of gender linked to food items:  *Le* – masculine  *La* – feminine  *Les* – plural  Plural forms of nouns  Use 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 0-12  Re-visit food items  Re-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 week  Months 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 book  Copy and learn key vocabulary |

**French overview**

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| **Year 4** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | Re-visit colours  Re-visit numbers 0-10  Parts of the body  Adjectives 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 nouns  Introduction to adjectives, position and agreement  Re-visit high frequency verbs *avoir* and *être* | Imitate pronunciation  Respond with single word or short phrase whilst reading a core text  Listen 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 animals  Adjectives | Re-visit gender and agreement of adjectives when describing zoo animals  Introduction 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 songs  Say simple sentences to describe an animal | Recognise masculine and feminine adjectives  Read short sentences with accurate pronunciation when describing animals |
| Half term 3 | Family members – asking and answering questions  Using third person to give information about family members  Re-visit numbers when stating age | Re-visit gender and determiners  Introduce 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 consonant  Ask and answer questions about family members  Participate in a role play, introducing family members and stating names and ages | Take notes to prepare a role play  Write 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 sentences  Re-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 song  Follow a traditional tale, joining in with repeated phrases  Ask 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 activities  Stating likes/dislikes in relation to hobbies  Conjunctions – *et, mais*  Numbers to 30 | Use an opinion in front of an infinitive verb  Re-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 opinions  Means of transport  Points of the compass  Re-visit months of the year  Packing 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 sentence  Pronounce graphemes *on* and *eau* accurately  Present 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 |

**French overview**

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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 noun  Re-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 position  Understand 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 times  Re-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 adjectives  Re-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 meaning  Match extracts of a story to the correct image  Write 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 week  Re-visit leisure activities and extend with: *jouer au, faire du/de la*  Recap numbers 0-20  Introduce numbers 30 – 50  Introduce 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 habits  Re-visit opinions vocabulary  Re-visit stalling strategies  Re-visit conjunctions: *et, mais, aussi* | Choose the correct word order when writing sentences about likes and dislikes  Re-visit formation of negative sentences  Modal 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 items  Use appropriate form of *vouloir* when offering and accepting food | Complete the gaps in a transcript of a recording as part of a dictation exercise  Write 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 Prévert  Prepositions: *dans, sur, sous, sans, avec*  Re-visit days of the week, months of the year, numbers 0-31  Date  Weather expressions  Seasons  Adverbs: *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 speed  Deliver a short weather report using a model to substitute date, city, weather condition, temperature | Recognise familiar vocabulary within a poem  Recognise verbs within an extract of the poem Déjeuner du Matin  Apply 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 compass  State where you live: *J’habite à…… en Angleterre*  Compare objects and products which represent our culture with those of another country  Understand 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 questions  Re-arrange sentences to form a coherent paragraph |

**French overview**

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| **Year 6** | **Content** | **Grammar** | **Expectation – speaking and listening** | **Expectation – reading and writing** |
| Half term 1 | Re-visit classroom routines and commands  Re-visit stating the date  Re-visit weather conditions  Classroom items  Re-visit and extend clothes vocabulary  Adjectives 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 adjectives  Re-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 members  Re-visit adjectives to describe family members: *sympa, intelligent, amusant, sportif, beau*  Re-visit quantifiers: *très, assez*  Traditional tale: Le Petit Chaperon Rouge  Occupations: *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 adjectives  Understand 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 played  Identify family members and occupations from an audio recording | Read a letter in French and answer true/false statements in French, relating to the content  Use knowledge of English to deduce meaning of unfamiliar vocabulary  Use 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 house  Re-visit preposition: *dans*  Re-visit stating where you live: *J’habite à Wakefield.*  French alphabet  Adjectives to describe ideal home  Prepositions: *en bas, en haut* | Re-visit position and agreement of adjectives | Pronounce grapheme: *on, an, é, è*  Order statements as a recording is played  Follow 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 home  Re-visit prepositions: *sur, sous*  Appreciation of French literature: *Liberté* by the poet Paul Eluard  Re-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 rent  Use a bilingual dictionary judiciously to support understanding of a poem  Identify features of a poem and the author’s intent  Write an additional verse to the poem, making use of a bilingual dictionary |
| Half term 5 | Understand where French is spoken in the world  Extended project: Plan a holiday to a French-speaking country  Re-visit days, months, dates  Accommodation: *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 country  Adverbials: *d’abord, plus tard*  Places of interest: *le* *musée, le château* etc  Re-visit conjunctions: *et, aussi*  Present information about an aspect of culture of the country studied during the project  Quiz 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.* |