



A.R.H. Curriculum Progression Document - French

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – French			
Understand and respond to spoken and written language from a variety of authentic sources.	Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt	Discover and develop an appreciation of a range of writing in the language studied.

Year 3	I'm learning French	Core vocabulary (days/months/numbers *Plus phonetics lesson 1)	I know how...	Musical Instruments	Little Red Riding Hood	Fruit	
NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary			
<p>Listening- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>This is the first Language Angels unit but children have previously taken part in French days including looking at numbers, colours, greetings and some songs and rhymes. Children in KS1 have learnt Mandarin so have this experience of learning a different language.</p>	<p>Questions: How can we greet each other in French? How do we say how old we are and what our names are? Can you tell me a French song/rhyme? (Autumn 1: lesson 2 'salutations' and lesson 5 'Les couleurs') Children may also know 'Frere Jacques'. (This can be taught in addition to the songs already in unit). Which is your favourite song? Why?</p>		<p>Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours See LA ppt for full list</p>			
		<p>Skills: Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p>					
		<p>Knowledge: Locate France, Paris, and a few key cities on a map. Understand the Francophone world better. Ask somebody how they are feeling and what their name is. Say how we are feeling and our names. Count to 10. Read, write, say, and recall ten different colours</p>					

<p>Listening- Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Count to 10. Read, write, say, and recall ten different colours</p>	<p>Questions: How do you say the days of the week in French?</p> <hr/> <p>Skills Develop understanding of the sounds of individual letters and groups of letters (phonics).</p> <hr/> <p>Knowledge: In French: Know the days of the week Know the months of the year Name the colours</p>		<p>lundi mardi mercredi jeudi vendredi samedi dimanche see full list on LA ppts</p>
<p>Speaking- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit. What a verb is in English</p>	<p>Questions: What activities can/can't you do; can you say this in French?</p> <hr/> <p>Skills: Speak with others using simple words, phrases and short sentences. We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help.</p> <hr/> <p>Knowledge: Recognise, remember 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</p>		<p>Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet. E,g danser, chanter, sauter, cuisiner</p>

		<p>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)</p>		
<p>Speaking- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1. Vocabulary from the 'J'apprends le français' unit. What a noun and article/determiner is in English. What a verb is in English.</p>	<p>Questions: What instruments can you play? How can you say this in French?</p> <p>Skills: Speak aloud familiar words or short phrases in chorus.</p> <p>Knowledge: Name and recognise up to 10 instruments in French. Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French</p>		<p>10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. First person conjugation of the verb jouer (je joue). All listed on the Vocabulary Sheet.</p>
<p>Reading- Appreciate stories, songs, poems and rhymes in the language.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.</p> <ul style="list-style-type: none"> • Language introduced from units Instruments, Fruit. • Vocabulary from the 'J'apprends le français' unit 	<p>Questions: What body parts can you name in French? How can you say Little Red Riding Hood in French?</p> <p>Skills: Read aloud familiar words or short phrases in chorus. Sit and listen to a familiar story being told in French.</p> <p>Knowledge: Learn to use picture and word cards to recognise and help retain new</p>		<p>There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in French. We will also start to recognise, understand meaning and remember other words from the story. All on Vocabulary Sheet</p>

		<p>language. Remember key parts of the body in French</p>		
<p>Writing- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly??</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1. Vocabulary from the 'J'apprends le français' unit. What a noun and article/determiner is in English. What a verb is in English.</p>	<p>Questions: In French, how can you talk about: Which fruits do you like? Which fruits don't you like?</p> <hr/> <p>Skills: Write some familiar simple words and short phrases using a model or vocabulary list. E.g I like apples in French.</p> <hr/> <p>Knowledge: Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French.</p>		<p>The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form). This is all listed on the Vocabulary Sheet.</p>

Year 4	All about me *Plus phonetics lesson 2	My family	Traditions and Celebrations	At my house	In class	At the café
NC Objective	Previous Knowledge	Questions, knowledge and skills			Date covered	Vocabulary
Speaking- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling). Y3 What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live) Y3 Ancient Britain	<p>Questions: In French, how could you ask and answer: How are you? How old are you? Where do you live?</p> <p>Skills: Communicate with a range of children in the class, starting with a partner, with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the unit and use negative replies when required.</p> <p>Knowledge: In French: Count to 20. (year 3 count to 10) Ask somebody how they are feeling, their age, name and where they live. Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality</p>				Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.
Listening- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' and 'Je	<p>Questions: In French, how could you ask and answer: What family members do you have? Write about them.</p> <p>Skills: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>				Revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old

	<p>Me Présente' units (how to say your name, age, where you live and nationality and numbers 1-20). What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).</p>	<p>Knowledge: Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age and relationship. Count up to 100 in French. Understand possessive adjectives better in French ('my' form only)</p>		<p>we are. All on Vocabulary Sheet</p>
<p>Reading- Read carefully and show understanding of words, phrases and simple writing.</p>	<p>The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units. • Vocabulary from 'Je me présente' That nouns in</p>	<p>Questions: In French, how could you ask and answer: Can you tell me the name of a tradition/celebration in a French-speaking country?</p> <hr/> <p>Skills: To interact with authentic spoken and written French that is relevant to the traditions and celebrations studied. Ask and respond to relevant question words which will help to develop personal opinions</p>		<p>High frequency question words such as Quand ? (When?), Où ? (Where?), and Pourquoi ? (Why?). Revisiting personal details (names/age/where we live) and identifying the high frequency verb 'être' (to be). Various nouns and adjectives that will</p>

	<p>French have gender and this has an impact on the determiner and the adjective.</p>	<p>Knowledge: Use key French question words related to famous traditions and celebrations in French-speaking countries Know how to respond to questions relating to festivals and celebrations in French Know how to express an opinion using this structure- 'C'est une fête + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement. Know how to develop an appreciation of traditions and celebrations different to our own culture.</p>		<p>help aid the pupils in their understanding of the traditions and celebrations learnt in the unit. Key vocabulary is listed on the Pupil Unit Glossary</p>
<p>Listening- Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the Early Learning units. Vocabulary from 'Je Me Présente', 'Ma Famille'</p>	<p>Questions: In French, how could you ask and answer: What rooms do you have in your house?</p> <hr/> <p>Skills: Listen to longer passages in French and understand more of what we hear. To speak and write using longer more interesting sentences, that include the key structures presented in the unit.</p> <hr/> <p>Knowledge: Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction et to link two sentences together.</p>		<p>Basic personal details will be revisited including the high frequency 1 st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de.. All on Vocabulary Sheet.</p>
<p>Writing- write phrases from memory, and adapt these to create</p>	<p>The letter sounds (phonics & phonemes) from</p>	<p>Questions: In French, how could you ask and answer: What do/don't you have in your pencil case?</p>		<p>11 nouns and articles for common classroom objects, 10 simple</p>

<p>new sentences, to express ideas clearly.</p>	<p>phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early learning Units' units. That j'ai means I have and comes from the verb to have avoir in French. What a noun and article/determiner is in English. What a verb is in English.</p>	<p>Skills: Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate.</p> <p>Knowledge: Recall from memory a selection of nouns and indefinite articles for common classroom objects e.g un stylo, un livre, une calculatrice (12 objects in total) Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands</p>	<p>classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). This is all listed on the Vocabulary Sheet</p>
<p>Speaking- Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the Early Learning units. How to say 'hello', 'goodbye', 'please' and 'thank you' in French. YEAR 3 CORE VOCAB</p>	<p>Questions: In French, how could you ask and answer: How do I order from a café? Tell me the word for _____</p> <p>Skills: Communicate with others with improved confidence and accuracy in French. Learn to ask and answer questions based on the language learnt so far.</p> <p>Knowledge: Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye' in small groups.</p>	<p>Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'. The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play. All listed in the Vocabulary Sheet</p>

Year 5	Do you have a pet? *Plus phonetics lesson 3	Vikings	What is the date?	Clothes	Habitats	The Weather
NC Objective	Previous Knowledge	Questions and skills			Date Covered	Vocabulary
<p>Speaking- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units. Vocabulary from 'Je Me Présente' and 'Ma Famille' units. YEAR 4 The difference between a definite and indefinite article/determiner. That nouns in French have gender and this has an impact on the determiner.</p>	<p>Questions: In French, how could you ask and answer: Do you have a pet? What is it called? Does your talk partner have a pet?</p> <p>Skills: Communicate on a wider range of topics and themes in French. Recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Knowledge: In French: Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p>				<p>Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but). All listed in the Vocabulary Sheet</p>
<p>Writing- Describe people, places, things and actions orally and in writing</p>	<p>The letter sounds (phonics & phonemes) from all four phonics and pronunciation</p>	<p>Questions: In French, how could you ask and answer: Can you describe yourself and/or another person physically in terms of height, hair type, length and colour and eye colour in French? What was a day like for a Viking?</p>				<p>Vocabulary to describe height, hair type length and colour and eye</p>

	<p>lessons. Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).</p> <p>YEAR 3 How to give our personal details from memory (name, age and where we live). YEAR 4 Basic knowledge of possessive adjectives and adjectival agreement in French.</p>	<p>Skills: Decoding longer and less familiar language in listening and reading tasks in French. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs.</p>		<p>colour. Key verbs and vocabulary to also talk about daily routine. All listed on the vocabulary sheet</p>
<p>Writing- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. What is the date?</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. Language introduced from Early Learning units. Numbers 1-31 Vocabulary from 'Je Me Présente'</p>	<p>Questions: In French, how could you ask and answer: What is the date today/tomorrow? What dates are special to you?</p>		<p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.</p>
		<p>Skills: Write a paragraph using familiar language including conjunctions, a negative response and adjectival agreement where required in French about how you are, your name, age and birthday. Learn to substitute words for suitable alternatives.</p>		

	<p>unit YEAR 4 how to say your name, age, where you live and nationality. Months YEAR 3</p>	<p>Knowledge: Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French.</p>		
<p>Reading- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Je Me Présente').Y4</p> <p>The vocabulary to describe weather from the weather topic previously learnt this year.</p>	<p>Questions: In French, how could you ask and answer: What do you wear at different times of the year? On the weekend, what do you like to wear?</p> <p>Skills: Understand longer passages in French and start to decode meaning of unknown words using context. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>Knowledge: Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour</p>		<p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear. All listed in the Vocabulary Sheet.</p>
<p>Speaking- Develop accurate pronunciation and intonation so that others understand</p>	<p>The letter sounds (phonics & phonemes) from phonics and</p>	<p>Questions: In French, how could you ask and answer: What animals live in this habitat? Describe them. What different types of habitats are there?</p>		<p>Key vocabulary based on the 5 types of habitats presented in the unit and the 5</p>

<p>when they are reading aloud or using familiar words and phrases.</p>	<p>pronunciation lessons 1 and 2. Vocabulary from the Early Learning units. YEAR 3 Different strategies on how to decode unknown text from units such as 'Petit Chaperon Rouge' YEAR 3</p>	<p>Skills: Communicate on a wider range of topics and themes in French. Recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Knowledge: Say and write the key elements that animals and plants need to survive in French. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.</p>	<p>animals and plants that live in each habitat. All listed on the Vocabulary Sheet.</p>
<p>Writing- Describe people, places, things and actions orally and in writing.</p> <p>Listening- Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. Vocabulary from 'Je Me Présente' unit YEAR 4 how to say your name, age, where you live and nationality.</p>	<p>Questions: In French, how could you ask and answer: What is the weather like today? Describe your favourite type of weather.</p> <p>Skills: To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map. Write a paragraph using familiar language.</p> <p>Knowledge: Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French to a partner at first and also to the whole class. Describe the weather in France, in French using a weather map with symbols</p>	<p>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. This is all listed on the Vocabulary Sheet.</p>

Year 6	School *Plus phonetics lesson 4	Healthy lifestyles	The weekend	World War II	Olympic Games	Me in the World
NC Objective	Previous Knowledge	Questions and skills			Date Covered	Vocabulary
<p>Speaking- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. Language introduced from Early Learning and Intermediate units. How to give our personal details from memory (name, age and where we live) YEAR 4</p>	<p>Questions: In French, how could you ask and answer: Which are your favourite subjects at school and why?</p>	<p>Skills: Learn to recall previously learnt language and incorporate it with new language with increased speed, spontaneity and accuracy. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>		<p>Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.</p>	
<p>Speaking- Present ideas and information orally to a range of audiences.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 &</p>	<p>Questions: In French, how could you ask and answer: How do you keep healthy? Can you discuss what you like to eat and why?</p>	<p>Skills: Present to an audience about familiar topics (e.g. role-play, presentation or read/repeat from a text or passage) in French.</p>		<p>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to</p>	

	<p>3. How to give our personal details from memory (name, age and where we live). Y4 How to tell the time as seen in 'À L'École' & 'Le Week-end'.</p>	<p>Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>		<p>stay healthy. All listed on Vocabulary Sheet.</p>
<p>Grammar- Understand basic grammar appropriate to the language being studied, including masculine, feminine and neuter forms and the conjugation of high-frequency verbs.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Time on the hour as presented in the À L'École Progressive unit. • How to give our personal details from memory (name, age</p>	<p>Questions: In French, how could you ask and answer: What do you do at the weekend? Can you ask your partner what they do at the weekend? Can you use a French dictionary to find the meaning of....? Can you use this word in a sentence?</p>		<p>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end? All listed on Vocabulary Sheet</p>
		<p>Skills: Be able to tackle unknown language with increased accuracy by applying knowledge learnt from phonics lessons 1-4, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p>		
		<p>Knowledge: Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the</p>		

	and where we live) Y4	weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.		
<p>Reading- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3. How to listen to and approach longer text in French having completed units such as 'Little Red Riding Hood, 'Goldilocks and the Three Bears and '<u>The Olympics</u>'</p>	<p>Questions: In French, how could you ask and answer: Can you tell me a key fact about WW2 in French? Can you name the key countries involved in WW2 in French?</p> <p>Skills: To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary.</p> <p>Knowledge: Know how to group and order words to decode unknown language. • Understand the key facts of history from WW2 when described in French. • Know how to say and write in French the key countries and languages involved in WW2. • Know how to write a letter in French home explaining what life is like as an evacuee living in the countryside</p>		<p>A lot of longer texts with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet</p>
<p>Speaking- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>'Je fais' Likes and dislikes language from previous units Inc Fruits Y3</p>	<p>Questions: In French, how could you ask and answer: What can you tell me about the Olympic Games?</p> <p>Skills: Read aloud in French with expression and accurate pronunciation. Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>		<p>The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form. All listed on Vocabulary Sheet.</p>

		<p>Knowledge: I can tell you key facts from the history of the Olympics and from the modern games in French. I can remember all of the nouns for the ten sports, including their correct spelling and their correct gender in French, without help in any shape or form. I can conjugate the verb FAIRE in full. I can use this to say that I or somebody else plays a sport in French</p>		
<p>Writing- Describe people, places, things and actions orally and in writing.</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). Y5 How to give our personal details from memory (name, age</p>	<p>Questions: In French, how could you ask and answer: What do you do to help the planet? Which countries speak French in the world?</p> <p>Skills: To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French.</p> <p>Knowledge: Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet.</p>		<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.</p>

	and where we live) Y4, Y5			
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