

Curriculum Handbook for French



St. Martin's

C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School

French Curriculum

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' (National Curriculum, 2014).

Aims

The national curriculum for languages aims to ensure that all pupils:

- 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.

Curriculum Intent

At St. Martin's C of E (VA) Primary School, we believe that learning a modern foreign language is a vital part of children's learning, which helps to prepare children for their secondary education. Learning a language has an important role to play in the preparation of our children's futures, as it helps to develop confidence and raise cultural understanding and deepens their curiosity about the world around them. All children are provided with opportunities to explore French as a Modern Foreign Language through the skills of Speaking, Listening, Reading and Writing, whilst meeting the requirements of the National Curriculum.

Knowledge in French is defined as:

Substantive Knowledge-

- This is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this.
- Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed.



Disciplinary knowledge-

- This the way in which we learn. In French, we learn through speaking and listening and through collaboration.

Curriculum Implementation

At St. Martin's, we use the Language Angels scheme of work and resources to ensure we offer a broad, vibrant and ambitious MFL curriculum that will inspire and excite our children. We use a wide variety of topics and themes that relate to other areas of the curriculum, whilst building on what children have learned previously.

Children acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes. Cross-curricular topics allow French to become embedded in children's learning. Lessons offering appropriate levels of challenge are taught at all times to ensure children learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work and may other creative ways to extend, embed and combine language skills.

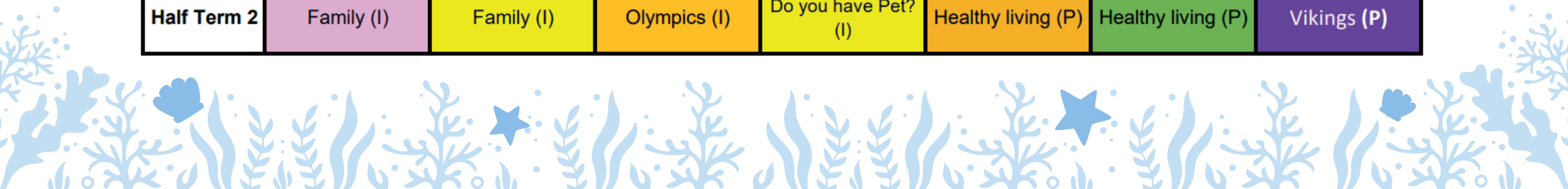
Curriculum Impact

Topics increase in their level of challenge as children move from Early Learning topics through Intermediate topics and into the most challenging Progressive topics. Early Learning topics start at basic noun and article level and teach children how to formulate short phrases. By the time children reach progressive topics they have been exposed to much longer texts and are encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. Children are able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Children continuously build on their previous knowledge as they progress in their foreign language-learning journey, as previous language is recycled, revised, recalled and consolidated, where appropriate. Children discover and develop an appreciation of a range of writing in the French language.



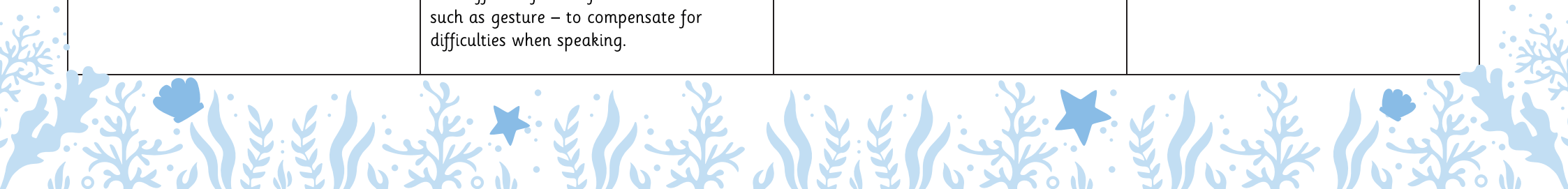
St. Martin's C of E (VA) Primary School
French Long Term Plan

	Year 3	Year 3/4 CYCLE 1	Year 4/5 CYCLE 1	Year 3/4 CYCLE 2	Year 4/5 CYCLE 2	Year 5	Year 6
Autumn Term							
Half Term 1	Phonics 1 & 2 + I'm Learning French/	Phonics 1 & 2 + I'm Learning French/	Phonics 1 & 2 + Presenting myself (I)	Phonics lesson 1 & 2 + Presenting myself (I)	Phonics 3 & 4 + My Home(I)	Phonics 3 & 4 + My Home(I)	Phonetics 4 & What's the date? (I)
Half Term 2	Animals (E)	Animals (E)	Weather (I)	Musical Instruments (E)	In class (I)	In class (I)	My home (I)
Spring Term							
Half Term 1	I Can (E)	I Can (E)	Date(I)	Vegetables (E)	Habitat (I)	Habitat (I)	Planets (P)
Half Term 2	Fruits (E)	Fruits (E)	Family (I)	Ancient Britain (E)	Do you have a pet? (I)	Do you have a pet? (I)	At School (P)
Summer Term							
Half Term 1	Season (E)	Season (E)	Clothes (I)	In Class (I)	Romans (I)	Romans (I)	Weekend (P)
Half Term 2	Family (I)	Family (I)	Olympics (I)	Do you have Pet? (I)	Healthy living (P)	Healthy living (P)	Vikings (P)



St. Martin's C of E (VA) Primary School
SEND Provision – French

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Accessing reading/ written work.</p> <p>Poor memory and recall skills.</p> <p>Recording written assessments or feedback to listening/ appraising activities.</p> <p>Poor sequencing skills.</p> <p>Understanding French.</p>	<p>Use visual aids to support pupils in understanding words and phrases (use off Knowledge Organiser).</p> <p>Use word banks which include pictures.</p> <p>Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc.</p> <p>Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.</p> <p>New learning fits into the framework of what the pupil already knows.</p> <p>A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions.</p> <p>Smart grouping: pairing with a more able reader/writer.</p> <p>Build in lots of repetition. when writing up nouns in a language where the article changes.</p> <p>Use different forms of communication – such as gesture – to compensate for difficulties when speaking.</p>	<p>Using their voice expressively.</p> <p>Understanding and using new topic vocabulary.'</p> <p>Lower than expected levels of expressive vocabulary – 'they can't find the words.'</p> <p>Following instructions and sequences.</p>	<p>Use different forms of communication – such as gesture – to compensate for difficulties when speaking</p> <p>Pre-teaching of new vocabulary prior to lesson.</p> <p>Limit vocabulary to that which is necessary to ensure progress.</p> <p>Children are allowed time to discuss the answers to questions with peers.</p> <p>Children with communication impairments are given time to think about questions before being required to respond.</p>



St. Martin's C of E (VA) Primary School
SEND Provision – French

<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Poor concentration.</p> <p>Overly sensitive to sound/ noise.</p>	<p>Ensure teacher's face can be seen – avoid standing in front of light sources, e.g. windows.</p> <p>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T.</p> <p>Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress.</p>	<p>Understanding own thoughts and contrasting with those of others.</p> <p>Working effectively as part of a group Unable to relate to the different emotions being spoken about.</p>	<p>Working in a small group with a trusted adult for emotional support.</p> <p>Some children could work individually.</p> <p>Pre-teaching and discussing the responses to the questions that will be asked.</p>



St. Martin's C of E (VA) Primary School
French Progression of Skills

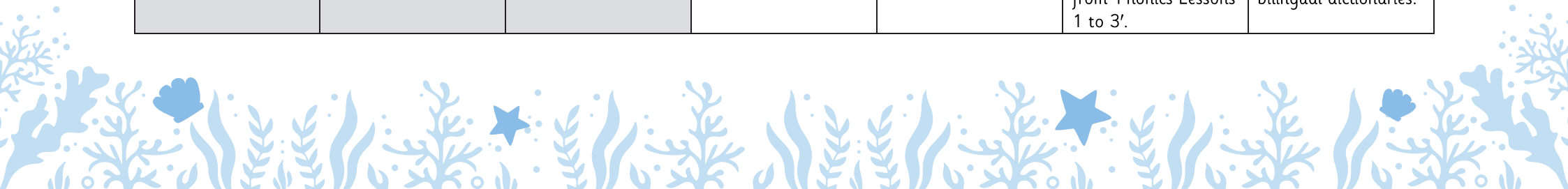
Listening						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>French is currently only taught in KS2 on a weekly basis using the Language Angels scheme. However, there is provision for language learning throughout EYFS and KS1 through a number of different activities. Exposure to a range of languages at this early stage will lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. Throughout EYFS and KS1, children will be exposed to language learning in the following ways:</p> <ul style="list-style-type: none"> • Songs and rhymes • Dual language books • Greetings (displays, assemblies, register) • Classroom language and instructions <p>Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2.</p>			<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p>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>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>



St. Martin's C of E (VA) Primary School
French Progression of Skills

Speaking						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.



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French Progression of Skills

Writing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions



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French Progression of Skills

Grammar						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be.</p>



St. Martin's C of E (VA) Primary School
French Sequence of Learning

Year 3 Cycle 1 and 2	Year 3/4 Cycle 1	Year 4/5 Cycle 1	Year 5 Cycle 1 and 2	Year 6 Cycle 1 and 2
<p>J'apprends le français</p> <p>I can pinpoint France and other French speaking countries on a map of the world.</p> <p>I can ask and answer the question 'How are you?' in French.</p> <p>I can say 'Hello' and 'Goodbye' in French.</p> <p>I can ask and answer the question 'What is your name?' in French.</p> <p>I can count to 10 in French.</p> <p>I can say 10 colours in French.</p>	<p>J'apprends le français</p> <p>I can pinpoint France and other French speaking countries on a map of the world.</p> <p>I can ask and answer the question 'How are you?' in French.</p> <p>I can say 'Hello' and 'Goodbye' in French.</p> <p>I can ask and answer the question 'What is your name?' in French.</p> <p>I can count to 10 in French.</p> <p>I can say 10 colours in French.</p>	<p>Je me présente</p> <p>I can count to 20.</p> <p>I can say my name and age.</p> <p>I can say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</p> <p>I can say where I live.</p> <p>I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.</p>	<p>Chez moi</p> <p>I can say whether I live in a house or an apartment and say where it is.</p> <p>I can repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in French.</p> <p>I can tell somebody in French what rooms I have or do not have in my home.</p> <p>I can ask somebody else in French what rooms they have in their home.</p> <p>I can attempt to create a longer spoken or written passage in French recycling previously learnt language</p>	<p>La date</p> <p>I can repeat and recognise the months of the year in French.</p> <p>I can ask when somebody has a birthday and say when they have their birthday.</p> <p>I can say the date in French.</p> <p>I can create a French calendar.</p> <p>I can recognise key dates in the French calendar.</p>



St. Martin's C of E (VA) Primary School
French Sequence of Learning

Les animaux -	Les animaux -	Quel temps fait-il ?	En classe	Chez moi
<p>I can recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</p> <p>I can understand that there are more determiners/ articles in French than in English.</p> <p>I can use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	<p>I can recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</p> <p>I can understand that there are more determiners/ articles in French than in English.</p> <p>I can use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p>	<p>I can repeat and recognise the vocabulary for weather in French.</p> <p>I can ask and say what the weather is like today.</p> <p>I can create a French weather map.</p> <p>I can describe the weather in different regions of France using a weather map with symbols.</p>	<p>I can remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>I can replace an indefinite article/determiner with a possessive adjective.</p> <p>I can say and write what I have and do not have in my pencil case.</p>	<p>I can say whether they live in a house or an apartment and say where it is.</p> <p>I can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>I can tell somebody in French what rooms I have or do not have in my home.</p> <p>I can ask somebody else in French what rooms they have in their home.</p> <p>I can create a longer spoken or written passage in French recycling previously learnt language.</p>



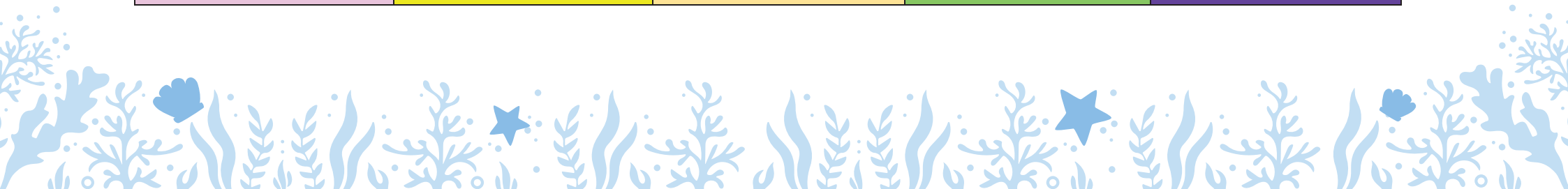
St. Martin's C of E (VA) Primary School
French Sequence of Learning

Je peux	Je peux	La date	Les habitats	Les planètes
<p>I can recognise, recall and spell 10 action verbs in French.</p> <p>I can 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).</p> <p>I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).</p>	<p>I can recognise, recall and spell 10 action verbs in French.</p> <p>I can 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).</p> <p>I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).</p>	<p>I can repeat and recognise the months of the year in French.</p> <p>I can ask when somebody has a birthday and say when they have their birthday.</p> <p>I can say the date in French.</p> <p>I can create a French calendar.</p> <p>I can recognise key dates in the French calendar.</p>	<p>I can tell somebody in French the key elements that animals and plants need to survive in their habitat.</p> <p>I can tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>I can tell somebody in French which animals live in these different habitats.</p> <p>I can tell somebody in French which plants live in these different habitats.</p>	<p>I can name and recognise the planets in French on a solar system map.</p> <p>I can spell at least 5 planets in French.</p> <p>I can say an interesting fact about at least 4 of the planets.</p> <p>I can explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p>



St. Martin's C of E (VA) Primary School
French Sequence of Learning

Les fruits	Les fruits	Ma famille	As-tu un animal ?	À l'école
<p>I can name and recognise up to 10 fruits in French. I can attempt to spell some of these nouns.</p> <p>I can ask somebody in French if they like a particular fruit.</p> <p>I can say what fruits I like and dislike.</p>	<p>I can name and recognise up to 10 fruits in French. I can attempt to spell some of these nouns.</p> <p>I can ask somebody in French if they like a particular fruit.</p> <p>I can say what fruits I like and dislike.</p>	<p>I can tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>I can continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>I can Understand the concept of the possessive adjectives: 'mon', 'ma' and 'mes' in French.</p> <p>I can 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).</p>	<p>I can repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>I can tell somebody in French if they have or do not have a pet.</p> <p>I can ask somebody else in French if they have a pet.</p> <p>I can tell somebody in French the name of my pet.</p> <p>I can create a longer phrase using the conjunctions et ("and") or mais ("but").</p>	<p>I can repeat and recognise the vocabulary for school subjects.</p> <p>I can say what subjects I like and dislike at school.</p> <p>I can say why I like/ dislike certain school subjects.</p> <p>I can tell the time (on the hour) in French.</p> <p>I can say what time I study certain subjects at school.</p>



St. Martin's C of E (VA) Primary School
French Sequence of Learning

Les saisons

I can recognise, recall and remember the 4 seasons in French.

I can recognise, recall and remember a short phrase for each season in French.

I can say which season is my favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

Les saisons

I can recognise, recall and remember the 4 seasons in French.

I can recognise, recall and remember a short phrase for each season in French.

I can say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

Les vêtements

I can repeat and recognise the vocabulary for a variety of clothes in French.

I can use the appropriate genders and articles for these clothes.

I can use the verb porter in French with increasing confidence.

I can say what I wear in different weather/situations.

I can describe clothes in terms of their colour and apply adjectival agreement.

I can use the possessives with increased accuracy.

Les Romains

I can tell somebody in French the key facts and key people involved in the history of the Roman Empire.

I can say the days of the week in French and learn how these are related to the Roman gods and goddesses.

I can tell somebody in French what the most famous Roman inventions were.

I can learn what life was like for a rich and a poor child in Roman times.

I can begin to understand the concept of the negative form in French.

Le week-end

I can ask what the time is in French.

I can tell the time accurately in French.

I can say what I do at the weekend in French.

I can learn to integrate connectives into their work.

I can present an account of what they do and at what time at the weekend.



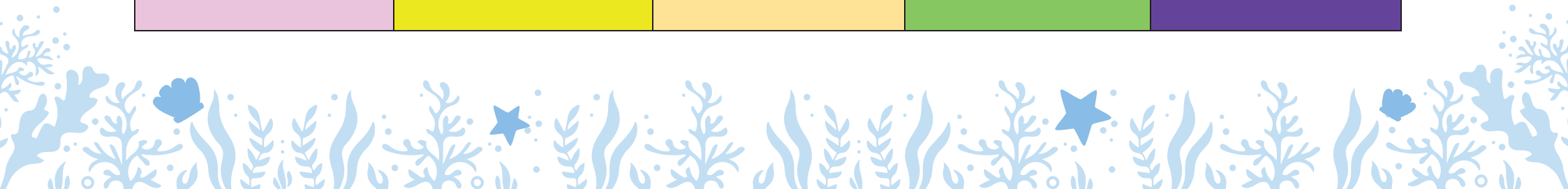
St. Martin's C of E (VA) Primary School
French Sequence of Learning

Ma famille	Ma famille	Les Jeux olympiques	Manger et Bouger	Les Vikings
<p>I can tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>I can continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>I can understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>I can 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).</p>	<p>I can tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>I can continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>I can understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>I can 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).</p>	<p>I can tell somebody in French the key facts of the history of the Olympics.</p> <p>I can tell somebody in French the key facts of the modern Olympic games.</p> <p>I can look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>I can say the nouns in French for key sports in the current Olympic games.</p> <p>I can Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p> <p>I can understand the concept of de la, de l' and du when you say you play a sport in French.</p>	<p>I can name and recognise 10 foods and drinks that are considered good for your health.</p> <p>I can name and recognise 10 foods and drinks that are considered bad for your health.</p> <p>I can say what activities they do to keep in shape during the week.</p> <p>I can say in general what they do to keep a healthy lifestyle.</p> <p>I can learn to make a healthy recipe in French.</p>	<p>I can name the key periods in Ancient Britain, chronologically in French.</p> <p>I can describe myself physically by pretending to be a member of a fictitious Viking family.</p> <p>I can use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>I can use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p> <p>I can describe my typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</p>



St. Martin's C of E (VA) Primary School
French Sequence of Learning

				I can recognise and start to understand commonly used reflexive verbs and pronouns.
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St. Martin's C of E (VA) Primary School
French Sequence of Learning

	Year 3/4 Cycle 2	Year 4/5 Cycle 2		
	<p style="text-align: center;">Je me présente</p> <p>I can count to 20.</p> <p>I can say my name and age.</p> <p>I can say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</p> <p>I can say where I live.</p> <p>I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.</p>	<p style="text-align: center;">Chez moi</p> <p>I can say whether they live in a house or an apartment and say where it is.</p> <p>I can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>I can tell somebody in French what rooms I have or do not have in my home. I can ask somebody else in French what rooms they have in their home.</p> <p>I can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>		



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French Sequence of Learning

Les instruments

I can recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.

I can understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.

I can learn to say and write 'I play an instrument' in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.

En classe

I can remember and recall 12 classroom objects with their indefinite article/determiner.

I can replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.



St. Martin's C of E (VA) Primary School
French Sequence of Learning

Les légumes

I can name and recognise up to 10 vegetables in French.

I can attempt to spell some of these nouns (including the correct determiner/article)

I can learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.

I can say if I would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

Les habitats

Tell somebody in French the key elements that animals and plants need to survive in their habitat.

I can tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.

I can tell somebody in French which animals live in these different habitats.

I can tell somebody in French which plants live in these different habitats.



St. Martin's C of E (VA) Primary School
French Sequence of Learning

L'ancienne histoire de la Grande-Bretagne

I can learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).

I can name in French, the six key periods of ancient Britain, introduced in chronological order.

I am able to say in French three of the types of people who lived in ancient Britain.

I can tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.

I can name the three types of dwellings people lived in during the stone, bronze and iron ages.

As-tu un animal ?

I can repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.

I can tell somebody in French if they have or do not have a pet.

I can ask somebody else in French if they have a pet.
I can tell somebody in French the name of my pet.

I can attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").



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French Sequence of Learning

En classe

I can remember and recall 12 classroom objects with their indefinite article/determiner.

I can replace an indefinite article/determiner with a possessive adjective.

Les Romains

I can tell somebody in French the key facts and key people involved in the history of the Roman Empire.

I can say the days of the week in French and learn how these are related to the Roman gods and goddesses.

I can tell somebody in French what the most famous Roman inventions were.

I can understand what life was like for a rich and a poor child in Roman times.

I can begin to understand the concept of the negative form in French.



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	<p>As-tu un animal ?</p> <p>I can repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>I can tell somebody in French if they have or do not have a pet.</p> <p>I can ask somebody else in French if they have a pet.</p> <p>I can tell somebody in French the name of their pet.</p> <p>I can attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</p>	<p>Manger et Bouger</p> <p>I can name and recognise 10 foods and drinks that are considered good for your health.</p> <p>I can name and recognise 10 foods and drinks that are considered bad for your health.</p> <p>I can say what activities they do to keep in shape during the week.</p> <p>I can say in general what they do to keep a healthy lifestyle.</p> <p>I can learn to make a healthy recipe in French.</p>		
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