

French Intent

		Autumn	Spring	Summer
Year 3	Greetings	<ul style="list-style-type: none"> • Be able to take part in a very short exchange of greetings • Be able to listen and respond to simple songs about greetings • Be able to perform a simple greetings conversation using single words, phrases and occasionally short sentences • Be able to listen attentively and understand instructions, everyday classroom language and praise words • Be able to recognise some familiar words in written form and write them using a model 	Colours	<ul style="list-style-type: none"> • be able to understand and say the names of colours in French. • be able to recognise the names of colours when they see them and read them aloud accurately. • be able to begin to write the letters of some colour words in the correct order.
	Numbers	<ul style="list-style-type: none"> • be able to count to 12. • be able to recognise and to state most numbers 1-12 out of sequence. • be able to recognise most numbers 1-12 in their written form. • be able to take part in a short exchange about age using a prompt. • be able to ask questions about age using a prompt. be able to know some common sound / spelling links. • 	Where do you live?	<ul style="list-style-type: none"> • be able to identify some places in France and explain why they are well known. • be able to take part in a short exchange about where they live, their name and age, both asking and answering questions.
			Classroom objects	<ul style="list-style-type: none"> • be able to understand and to say the words for some common classroom objects in French. • be able to ask how to say the French name of a classroom object. • be able to thank people and respond to thanks. • become aware that nouns have gender (<i>un</i> or <i>une</i>) • be able to sort vocabulary for this unit accordingly by gender. • be able to say and use '<i>J'ai oublié</i>' as an escape clause!
			All about me	<ul style="list-style-type: none"> • be able to recognise, understand and be able to say the words for some common body parts in French. • be able to confidently sing some everyday songs in French using a prompt sheet when necessary. • gradually become aware of the sounds 'ez' (or 'é' or 'ai') and 'ou' and 'eu' and be able to sort vocabulary for this unit accordingly. • be able to learn to play the beetle game and use this to practise and reinforce vocabulary learned for this. •

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Year 4	Birthdays	<ul style="list-style-type: none"> be able to say when their birthday is and ask the date of other people's birthdays. be able to compare how they celebrate their birthday with how birthdays are celebrated in France be aware of the French tradition of Saints Days. be able to identify key information from a spoken text <p>be able to write a short text using a model. be able to take part in a conversation giving personal information.</p>	<ul style="list-style-type: none"> be able to say what pets they have at home. be able to say which family members they have. be able to ask others if they have any pets. be able to ask others about their family members. be able to follow a written text and match it to a pictorial description. be able to write words and phrases using a model. be able to read what they have written to perform their rap. know that <i>j'ai</i> is I have and <i>je n'ai pas</i> is I do not have. 	Red Riding Hood	<ul style="list-style-type: none"> be able to pronounce and recognise the names of immediate family members. be able to show understanding of the use of '<i>mon, ma, mes</i>' in the context of family trees. be able to build sentences about the names of family members. be able to recognise and read aloud nouns in the story. be able to copy familiar words accurately including accents. be able to identify the graphemes for nasal sounds and pronounce and recognise nasal sounds when heard. be able to follow a familiar written text. be able to sequence sentences in a familiar story. be able to read aloud familiar written sentences. be able to join in the retelling of the story.
	week - days and weather	<ul style="list-style-type: none"> be able to read aloud, build and write extended sentences about weather and clothes using a model. be able to extract information from short spoken sentences about the weather. be able to follow a written story and join in with some phrases. 	<ul style="list-style-type: none"> be able to express likes and dislikes within a range of different contexts - e.g. colours, fruits, ice creams, food and animals. be able to ask and answer questions relating to likes and dislikes. be able to sort nouns into groups according to gender using vocabulary lists for support. be able to apply the <i>à la, au, à l'</i> pattern for ice cream flavours using a prompt sheet. be able to understand and build simple and compound sentences about likes and dislikes of ice creams. be able to extract information from sentences spoken by native speakers. be able to collect, present and interpret data in French. be able to build written sentences about likes and dislikes. 	clothes	<ul style="list-style-type: none"> be able to recognise and pronounce the words for a variety of items of clothing. be able to recognise items of clothing in written form. be able to form verbal sentences about clothing using <i>c'est</i> and <i>ce sont</i>. be able to say which items of clothing they are wearing. be able to qualify clothes with adjectives of colour. be able to ask other people what they are wearing and understand the answer. be able to recognise phrases when heard and link them to the written word. be able to write short phrases about different items of clothing.

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Year 5	Numbers 1 - 100	<ul style="list-style-type: none"> be able to identify and follow patterns within the French number system. be able to use these patterns to work out unknown numbers to 100. be able to use numbers 1 – 100 in the context of money. be able to give and understand prices in euros, be able to identify ways in which £ and p are written differently and similarly to euros and cents, with reference to position of the euro sign and the comma instead of the decimal point. be able to verbally give phone numbers in the French way by grouping the numbers together in pairs. be able to understand the main information from an authentic text. be able to take part in a conversation. 	Descriptions	<ul style="list-style-type: none"> be able to use verbs and adjectives correctly in the third person singular to describe people, animals and cartoon characters. be able to use a writing frame to write short sentences which include descriptions, with some attention to adjectival agreement. be able to extract the main points from written and aural descriptions of people, animals and cartoon characters. be able to ask and answer questions about descriptions using a prompt. be able to name some famous French people and state why they are famous 	Healthy Eating	<ul style="list-style-type: none"> be able to say whether different food items are good for the health. be able to talk about a variety of common food items expressing their likes and dislikes. be able to write sentences about food using a sentence building frame. be able to accurately read a part in a short scene with soundtrack support. be able to ask a range of questions in different forms. be able to use a bilingual dictionary. be able to recognise the similarities and differences between the layout of instructional writing in English and French. 	
	Hobbies	<ul style="list-style-type: none"> be able to listen to statements about a written text and decide whether they are true or false. be able to express likes and dislikes verbally and in writing. be able to communicate which hobbies they know how to do. be able to understand the main points from a longer speech. be able to read texts and answer questions about them. be able to write sentences using a reference and join sentences with 'and'. be able to look for visual clues to aid understanding of new language. 	My Week	<ul style="list-style-type: none"> be able to state and understand the time using both the 12 hour clock and the 24 hour. be able to extract information from French train timetables. be able to talk and write about activities planned for the next week. be able to express opinions orally and in writing about TV programmes. be able to justify their opinions. be able to extract information from complex sentences spoken by a native speaker. be able to talk about similarities and differences in French and British TV schedules. 	Café	<ul style="list-style-type: none"> be able to ask for drinks and snacks. be able to understand sums of money in Euros. be able to understand and use a range of vocabulary relating to a café scene. be able to sing a song about a café and write their own version. be able to follow a recipe and adapt it to make their own milkshake 	

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Year 6	Where we live	<ul style="list-style-type: none"> be able to use a bi-lingual dictionary to look up the meaning of French words and translate English words. be able to understand the main points from a spoken passage. be able to make sentences using a model. be aware of the similarities and differences between the French and English written forms of different sounds 	<ul style="list-style-type: none"> be able to say what activities they like and dislike. be able to understand written information about some forms of entertainment. be able to communicate with a partner, asking and answering simple questions. be able to work with others to devise and perform a dialogue, using structures learnt in the unit. 	<ul style="list-style-type: none"> have an understanding about the geographical location, weather, physical features and fauna in a variety of French speaking countries. be able to read passages and understand the main points. be able to pick out the main points and use context to work out the meaning. be able to compare two places. be able to match the written and spoken word. be able to read statements and use the text to decide if they are true or false. be able to write sentences using a model to describe a location. be able to produce a leaflet to persuade someone to visit a French Speaking Country.
	Writing and Performing	<p>have an understanding about St. Nicholas and some French Christmas traditions.</p> <p>- have heard a variety of French Christmas songs.</p> <p>- be able to read passages and understand the main points.</p> <p>- be able to pick out the main points and use context to work out the meaning.</p> <p>- be able to match the written and spoken word.</p> <p>- be able to read statements and use the text to decide if they are true or false.</p> <p>- be able to write acrostic poems on a Christmas theme.</p> <ul style="list-style-type: none"> - be able to follow instructions and write instructions using a model 	<ul style="list-style-type: none"> be able to understand the gist of a spoken story by listening out for key information. be able to read aloud with increasing confidence and enjoyment in chorus and individually. be able to read and understand the main points and limited detail from a short written passage, identifying words they already know and using this to help them. be able to look at how words are spelt and use this knowledge to match sounds to the written word. be able to write a short text using a model. develop greater independence in applying language learning strategies and in transferring language from one context to another. 	<p>with the use of word lists and written prompts</p> <ul style="list-style-type: none"> be able to ask and answer questions about themselves and their family. be able to say a series of statements about themselves and their family using verbs in the 1st and 3rd person singular. be able to talk about what they can do well and their plans for the following week. be able to extract information from spoken and written passages containing unknown words and phrases. be able to build complex sentences including words and phrases from previous modules. be able to write a paragraph about themselves and their family. have awareness of current role models and some famous French singers.