

## Key Stage 2 French-\*Stories, songs and finger rhymes are used in all lessons to enrich children's learning

| Year group objectives         | Term 1                     | Term 2                     | Term 3                        | Cultural and Topic examples |
|-------------------------------|----------------------------|----------------------------|-------------------------------|-----------------------------|
| Year 3                        | Numbers 0-6                | Numbers 7-10               | Numbers 11-31                 | The UK and France           |
| Listening and speaking        | Greetings                  | Celebration phrases        | Further sentence building     | Geography and lifestyle     |
| skills- beginning to read and | Conversational language    | Vocabulary for spelling    | including questions           |                             |
| write some basic words and    | Classroom phrases          | skills (vowels and         | Asking politely               |                             |
| phrases.                      | Adjectives (colours)       | consonants)                | Days of the week              |                             |
|                               | Alphabet                   | Verbs                      |                               |                             |
|                               | Simple sentence building   | Conjunctions and sentences |                               |                             |
|                               | Christmas vocabulary       | starters.                  |                               |                             |
| Year 4                        | Accents                    | Number practice            | Number practice               | Animals and habitats        |
| To increase confidence in     | Further conversational     | Sentence construction      | Months of the year            | French revolution and Paris |
| speaking and listening and    | language                   | with adjectives (BANGS)    | French phonics and            |                             |
| extend writing to basic       | Masculine and feminine     |                            | Grammar                       |                             |
| sentences using               | nouns                      |                            |                               |                             |
| grammatical features using    |                            |                            |                               |                             |
| a model.                      |                            |                            |                               |                             |
| Year 5 and 6                  | Numbers 32-60              | Numbers 60-100             | Recap oracy and literacy      | French language and culture |
| Further develop language      | Masculine and feminine     | Adjectives to agree with   | skills learned so far to      | throughout the world        |
| skills and confidence with    | nouns                      | the noun                   | develop conversational        |                             |
| more emphasis placed on       | French food, healthy foods | Verbs conjugation          | capability, including talking |                             |
| reading and writing,          | French expressions and     | Simple negative            | about themselves and their    |                             |
| introducing subject specific  | idioms                     |                            | interests.                    |                             |
| vocabulary using models.      |                            |                            | Reading and writing           |                             |
| The aim is to begin to        |                            |                            | practice with simple          |                             |
| prepare all children for      |                            |                            | comprehension.                |                             |
| successful transition to      |                            |                            | Telling the time.             |                             |
| secondary school language     |                            |                            |                               |                             |
| learning.                     |                            |                            |                               |                             |