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| **Phonics** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and**  **vocabulary.** | * To become familiar with key phonemes represented by the following letters:   a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).   * To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. * To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. * To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound. * To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand. | * To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. * To recognise and begin to predict key word patterns and spellings. * To know that ‘h’ at the start of a word in French is not pronounced. | * To apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è) and cedilla (ç) * To know that a change in voice intonation can indicate when a question is being asked. | * To know a range of ways to ask questions in French using statements and voice inflexion, by placing a   question phrase e.g est-ce que at the beginning of a  statement, or by inverting the subject and verb: quel  genre de musique aimes-tu?   * To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. |

**French Progression of Skills and Knowledge**

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| **Year 3** | **Autumn 1**  **French greetings with puppets** | | **Spring 1**  **French playground games- numbers and age** | | **Summer 1**  **French transport** | |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | je  tu  bonjour  bonsoir  bonne nuit  je m’appelle  ça va bien  ça va très bien  comme ci, comme ça  ça va mal  ça va très mal  au revoir  c’est  Comment tu t’appelles?  Ça va/Comment ça va?  I | you  hello  good evening  good night  my name is  I am fine  I am very well  so so  I am not ok  I am really not ok  goodbye  it is  What is your name?  How are you?  (informal/formal). | Combien?  Tu as quel âge?  un  deux  trois  quatre  cinq  six  sept  huit  neuf  dix  onze  douze  plus  moins  et  font/égale | How many/much?  How old are you?  one  two  three  four  five  six  seven  eight  nine  ten  eleven  twelve  plus  minus  and  Equals ( in Maths) | en/à  je vais en/à …  puis  Tu vas où?  Tu vas comment?  Il y a combien de?  Comment tu vas à l’  école?  By (referring to  transport) | I go by…  then  Where are you going?  How are you going?  How many … are there?  How do you go to school?  Colour adjectives  Names in French of  French-speaking  countries and places |
| **Autumn 2**  **French adjectives of colour and shape** | | **Spring 2**  **In a French classroom** | | **Summer 2**  **A circle of life in French** | |
| grand  petit  rouge  blue  jaune  vert  blanc  noir  orange  violet  rose  brun  un cercle  un carré  un rectangle  un triangle | big  small  red  blue  yellow  green  white  black  orange  purple  pink  brown  a circle  a square  a rectangle  a triangle | écoutez !  écrivez !  lisez !  fermez !  ouvrez !  parlez !  regardez !  levez-vous !  asseyez-vous !  dans mon sac  j’ai…  je n’ai pas de…  mais  Tu as…? | listen  write  read  close  open  speak  watch/look  stand up  sit down  in my bag  I have…  I do not have…  but  Do you have…? | le  la  l’  qui  habite  dans  mange  où est ?  the (masc) | the (fem)  the (when the noun  begins with a vowel or an  h).  who  lives  in  eat  where is? |

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| **Year 4** | **Autumn 1**  **Portraits- describing in French** | | **Spring 1**  **French numbers, calendars and birthdays** | | **Summer 1**  **French food- miam, miam!** | |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | il/elle a  les cheveux  les yeux  il/elle est  poli(e)  fort(e)  travailleur/travailleuse  sportif/sportive | he/she has  hair  eyes  he/she is  polite  strong  hard working  sporty  colour adjectives in  masculine, feminine  and plural forms | le jour  la semaine  hier  demain  aujourd’hui  les mois  je voudrais  C’est quand ton anniversaire ?  Mon anniversaire c’est le …  Quelle est la date aujourd’hui ?  lundi  mardi  mercredi  jeudi  vendredi  samedi  dimanche | the day  the week  yesterday  tomorrow  today  the months  I would like  When is your  birthday?  My birthday is on  the…  What is the date  today?  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday  numbers 13-31  months of the year | le menu  une boisson  une entrée  un plat principal  l’addition  s’il vous plaît  ça fait …  le serveur / la serveuse  un billet  une pièce de monnaie  Vous désirez ? | menu  drink  starter  main dish  the bill  please  it comes to… (  amount)  waiter/waitress  a banknote  a coin  What would you like?  Names of different  shops and eateries  nouns for foods and  drinks |
| **Autumn 2**  **Clothes- getting dressed in French** | | **Spring 2**  **French weather and the water cycle** | | **Summer 2**  **French and the Eurovision Song Contest** | |
| un  une  des  mon/ma/mes  dans ma valise il y a  Il/elle porte  j’aime/je n’aime pas  C’est de quelle couleur?  a/an (masculine article  of clothing)  a/an (feminine article  of clothing) | For articles of clothing that take the plural  form in French  my (m/f/pl) in my suitcase there is/are  he/she is wearing  I like/I do not like  Which colour is it?  Nouns for items of clothingun cercle  un carré  un rectangle  un triangle | Quel temps fait-il  aujourd’hui?  il fait beau  il fait mauvais  il fait chaud  il fait froid  il pleut  il neige  il y a du soleil  il y a du vent  il y a des nuages  dans  le nord  l’est  le sud  l’’ouest  Quel temps fait-il  aujourd’hui? | What is the weather like  today?  it is good weather  it is bad weather  it is hot weather  it is cold weather  it is raining  it is snowing  it is sunny  it is windy  it is cloudy  in  the north  the east  the south  the west  What is the weather like  today?  multiples of 10mais  Tu as… ? | jouer du/de la/de l’  je ne joue pas d’instrument  je préfère  je déteste  Tu joues d’un instrument?  Quel genre de musique  aimes-tu? | to play the…  I do not play an  instrument  I prefer  I detest  Do you play an  instrument?  Which type of music do you like?  Names of  instruments |

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| **Year 5** | **Autumn 1**  **French monster pets** | | **Spring 1**  **Shopping in French** | | **Summer 1**  **Verbs in a week** | |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | de  court(e) +s  pointu(e) +s  long (masc) +s (plural)  longue (fem) +s (plural)  il/elle habite  il/elle mange  Qu’est-ce que c’est ?  la tête  les épaules  les genoux  les pieds  un oeil  les oreilles  la bouche  les bras  les dents  le nez  les jambes (fem.)  colour adjectives in  masculine, feminine and plural forms | of  short  pointy  long  he/she lives  he/she eats  What is it?  head  shoulders  knees  feet  an eye  ears  mouth  arms  teeth  nose  legs | du / de la / de l’ / des  bon appétit!  c’est délicieux  laisser cuire  laver  couper  ajouter  émincer  Je vais au marché et j’achète…  C’est combien ?  il a faim  il n’a pas faim  il a tout mangé  il reste au lit | some  enjoy your food!  It is delicious  leave to cook  wash  cut  add  slice  I go to the market and I  buy…  How much is it?  He is hungry  He is not hungry  He ate everything  He stays in bed  fruits and vegetables  numbers 60-100  1000 | nous  vous  ils/elles  avoir  être  chanter  courir  danser  dormir  lire  nager  sauter  habiter  regarder  écrire  jouer | we  you (formal/group)  they (masculine/feminine)  to have  to be  to sing  to run  to dance  to sleep  to read  to swim  to jump  to live  to look/watch  to write  to play |
| **Autumn 2**  **Space exploration in French** | | **Spring 2**  **French speaking world** | | **Summer 2**  **Meet my French family** | |
| énorme  minuscule  fragile  tranquille  plus … que  moins … que  parce que  loin/proche/près de | enormous  tiny  fragile  calm  more … than  less … than  because  far/close/near to  names of planets | j’ai trouvé  les pas  au nord  au sud  à l’est  à l’ouest  un pays | I found  steps  to the north  to the south  to the east  to the west  a country  names of countries | j’ai un frère  j’ai une sœur  je n’ai pas de  je suis fils(masc)/fille  (fem) unique  son anniversaire c’est le …  j’adore | I have a brother  I have a sister  I do not have  I am an only child  his/her birthday is on the  …  I love  names of family members  names of fruits |

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| **Year 6** | **Autumn 1**  **French sport and the Olympics** | | | **Spring 1**  **In my French house** | | | | **Summer 1**  **Visiting a town in France** | | |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | faire  marcher  adorer  détester  aller  à droite  à gauche  tout droit  vite  lentement  C’est quel sport?  Tu aimes le sport? | to do  to walk  to love  to detest  to go (the whole  verb paradigm)  right  left  straight ahead  quick  slowly  Which sport is it?  Do you like sport?  nouns for sports | | | J’habite dans…  un appartement  une grande/petite maison  une maison jumelée  la salle à manger  la cuisine  la chambre  le salon  il y a  il n’y a pas de  au rez-de-chaussée  au premier étage  en bas  en haut  sous  devant  derrière  à côté du /de la / de l’ / des  Où est?  Qu’est-ce que c’est?  c’est la salle à manger | I live in  a flat  a big/small house  a terraced house  the dining room  the kitchen  the bedroom  the living room  there is  there is not  on the ground floor  on the first floor  downstairs  upstairs  under  in front of  behind  next to the…  Where is…?  What is it?  it is the dining room  nouns for objects in a  bedroom | un billet  un carnet  entre  près/loin de  chez moi  voici  tourne à gauche / à  droite  la deuxième à gauche / à  droite  un billet pour Paris s’il  vous plaît  où est?  tu vas aller au/à la/à l’?  non, je ne vais pas aller  au/à la/à l’… | | | a ticket  a book of tickets  between  near to/far from  at my house/home  here is/are  turn left/right  second on the left/right  a ticket for Paris please  Where is…?  Are you going to…?  Non, I am not going to…  nouns for transport and places in town |
| **Autumn 2**  **French football champions** | | | | | **Spring 2**  **Planning a French holiday** | | | | |
| une équipe  un match de foot  un joueur/joueuse de  foot  un supporteur  venir de  je viens de  il/elle vient de | | a team  a football match  a football player  (masc/fem)  a supporter  to come from  I come from  he/she comes fromparce que  loin/proche/près de | | | la plage  les montagnes  il/elle va  nous allons  vous allez  ils/elles vont  Je vais aller  au/en/aux  rester  faire  Quand/où/pourquoi vas-tu en vacances ?  En été ou en hiver?  Quel temps va-t-il faire?  Que vas-tu faire?  Qu’est-ce qu’il y a dans ta valise? | | | the beach  the mountains  he/she goes  we go  you go (formal/group)  they go (masc or mixed group/fem)  I am going to go  to (masc/fem/plural)  to stay  to do/make  When/where/where are you going on holiday?  In summer or in winter?  What will the weather be?  What are you going to do?  What is in your suitcase? | |

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| **Grammar** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Terminology** | * Noun * Masculine * Feminine * Verb * Adjectives * Conjunction * Preposition * Accent * Article | * Definite article * Indefinite article * Plural * Adjectival agreement * Possessive adjectives * Negative * Subject pronouns: first, second and third person singular | * Adverb * Comparative adjectives * Metaphor * Compound nouns * Compound sentences | * Infinitive * Conjugation * Future tense * Irregular verbs * Second verb infinitive * Partitive articles |
| **Feminine and**  **masculine**  **forms:**  **Nouns**  **(including articles,**  **pronouns and**  **plural formation)** | * To understand that every French noun is either * masculine or feminine. * To know that the gender affects the form of the indefinite article un or une. * To know that feminine nouns often (but not always) end in ‘e’ . * To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are   irregular: des ciseaux.   * To know that the pronoun ça means ‘it’. * To know that the pronoun y means ‘there’. * To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. | * To know the equivalents for the word ‘the’ in French le/la/l’/les and ‘a/an/some’ : un, une, des. * To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. | * To know that there are   compound nouns in French e.g.mon grand-père, mes grand-parents.   * To know that a simple metaphor requires two nouns and the verb ‘to be’ e.g: le soleil est un ballon jaune. | * To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone |
| **Feminine and**  **masculine**  **forms:**  **Adjectives**  **(position and**  **agreement)** | * To know that most adjectives are placed after the noun in   French.   * To know that adjectives of size such as petit and grand are placed before the noun. | * To know that the ending of an adjective changes depending on the gender and number of the noun it   describes.   * To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. * To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. * To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe, | * To know that adjectives must   agree with the gender and  number of the noun being  described.   * To know that I can compare   nouns by placing plus/ moins  and que around the adjective of comparison.   * To know that when making   comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing. | * To know that partitive articles describe where something is placed:le livre est à côté du stylo. * To know a range of prepositions to describe the position of objects. |

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| **Grammar** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Verbs**  **(including**  **conjugation**  **and**  **negation)** | * To know that there are high frequency verbs s’appeler, avoir , être and aller which are used to formulate and answer questions. * To know that je/j’, and tu are subject pronouns. * To know that c’est means ‘‘it is’ and is used to describe what something is. * To know that il y a is used to say ‘there is/are.’ * To know that placing ne…pas around the verb makes it negative: ne + verb + pas . | * To know that the endings of verbs change according to the subject. * To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). * To know that we can use conjunctions to link phrases such as et/mais. * To know the verbs avoir and être are used to describe appearance and personality. * To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment. * To know that the verb aimer is used to express an opinion, including with the negative form ne … pas. * To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. | * To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. * To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. * To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. * J’ai dix ans - I am ten years old. * Il a faim - He is hungry. * To know that some verbs are irregular. * To know that compound sentences join two simple sentences together using connectives such as et and mais. * To know that ne is contracted to n’ when followed by a vowel: je n’ai pas faim. | * To know that the way verbs change to match the pronoun is called conjugation. * To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). * To conjugate the verbs aller, jouer and faire. * To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. * To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g.   tournes becomes tourne (turn).   * To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. |
| **Key features**  **and patterns**  **of the**  **language;**  **how to apply**  **these, for**  **instance, to**  **build**  **sentences;**  **and how**  **these differ**  **from or are**  **similar to**  **English** | * To know that the word order is sometimes different in French compared to English. * To know that we can use conjunctions such as et (and) and puis (then) to join clauses. * To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means ‘on foot’. * To know that some words are cognates:they have the same spelling and meaning in French and English: le train, le taxi. * To know that accents in French can change the sound of a letter. | * To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. * To know that basic sentence structure English and French have the same pattern: subject + verb + object. * To know that you can make a statement into a question simply by changing the intonation of your voice in French. * To know that in a bilingual dictionary, abbreviations give us grammatical information about nouns and other words in French. | * To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. * To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers. * To understand that words in French and English will not always have a direct equivalent in the other language. | * To know that parce que (because) can be used to extend a sentence and give a justification. |

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| **Language Comprehension (listening and reading)** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen attentively to**  **spoken language and show**  **understanding by joining in and**  **responding.** | * Listening and responding to single words and short phrases. | * Listening and responding to full   sentences. | * Listening and selecting information from short audio passages to give an   appropriate response. | * Listening and inferring information from an extended audio passage using language detective skills. |
| **Explore the patterns**  **and sounds of languages through**  **songs and rhymes and link to spelling, sound and meaning of words.** | * Listening and noticing rhyming words when joining in with songs. * Beginning to notice common spelling patterns. | | * Independently identifying rhyming words and spelling patterns when joining in with songs. * Beginning to predict spelling patterns. | |
| **Appreciate stories,**  **songs, poems and**  **rhymes in the language.** | * Reading aloud some words from   simple songs, stories and rhymes. | * Following a short text or rhyme, * listening and reading at the same time. | * Reading and responding to a range of authentic texts. | * Reading short authentic texts for enjoyment or information. |
| **Read carefully and**  **show understanding**  **of words, phrases and simple writing.** | * Recognising some familiar French words in written form. * Beginning to understand and notice cognates and near cognates. | * Recognising some familiar French   words when written in a short phrase.   * Identifying and discussing cognates   and beginning to explore various language detective strategies. | * Identifying key information in simple writing. * Using a range of language detective strategies to decode new vocabulary   including context and text type. | * Identifying and extracting key   information in a range of authentic texts.   * Reading and using language detective skills to assess meaning including sentence structure. |
| **Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written**  **material, including through using a dictionary** | * Becoming familiar with format, layout and simple use of a bilingual dictionary. * Using visual clues to make predictions about the meaning of   unfamiliar vocabulary, | * Using a bilingual dictionary to find   the meaning of unknown words and  check the spelling of unfamiliar  words.   * Using contextual clues and cues to   gist and make predictions about  meanings. | * Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. * Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. | * Using a bilingual dictionary to select alternative vocabulary for independent sentence building. * Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. |

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| **Language production (speaking and writing)** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Engage in conversations; ask and**  **answer questions; express opinions and respond to those of**  **others; seek clarification and help.** | * Asking and/or answering simple questions. * Forming simple statements with information including the negative. * Practising speaking with a partner. * Using a variety of conversational phrases. | * Recognising and answering simple questions which involve giving personal information. * Beginning to form opinion phrases. | * Forming a question in order to ask for information. * Presenting factual information in extended sentences including justification. * Beginning to use conversational phrases for purposeful dialogue. | * Planning, asking and answering extended questions. * Developing extended sentences to justify a fact or opinion. * Engaging in conversation and   transactional language. |
| **Speak in sentences,**  **using familiar**  **vocabulary, phrases**  **and basic language structures.** | * Using short phrases to give information. * Recognising and repeating phrases from familiar rhymes and songs. * Using a model to form a spoken sentence. * Beginning to adapt phrases from a rhyme/song. | | * Recognising key phonemes in an unfamiliar context, applying pronunciation rules. * Using intonation and gesture to differentiate between statements and questions. * Formulating their own strategies to remember and apply pronunciation rules. * Speaking and reading aloud with increasing confidence and fluency. | |
| **Present ideas and**  **information orally to a range of audiences.** | * Introducing self to a partner with simple phrases. | * Rehearsing and performing a short Role-play or song. | * Creating and presenting a dialogue or role-play. | * Giving a presentation drawing upon learning from a number of previous   topics. |
| **Read carefully and**  **show understanding**  **of words, phrases and simple writing.** | * Recognising some familiar French words in written form. * Beginning to understand and notice cognates and near cognates. | * Recognising some familiar French   words when written in a short phrase.   * Identifying and discussing cognates and beginning to explore various language detective strategies. | * Identifying key information in simple writing. * Using a range of language detective strategies to decode new vocabulary   including context and text type. | * Identifying and extracting key   information in a range of authentic texts.   * Reading and using language detective skills to assess meaning including sentence structure. |

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| **Language production (speaking and writing)** | | | | |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Write phrases from**  **memory, and adapt**  **these to create new**  **sentences to express**  **ideas clearly.** | * Recalling and writing simple words   from memory. | * Selecting and writing short words and phrases. | * Adapting model sentences to express different ideas. | * Using existing knowledge of   vocabulary and phrases to create new sentences. |
| **Use familiar vocabulary in**  **phrases and simple writing.** | * Experimenting with simple writing,   copying with accuracy. | * Making short phrases or sentences   using word cards and knowledge  organisers. | * Writing a short text using word and phrase cards, knowledge organisers   and a bilingual dictionary to model or scaffold. | * Constructing a short text on a   familiar topic. |
| **Describe people, places and**  **things and actions orally and in**  **writing.** | * Recognising and using adjectives of   colour and size. | * Using different adjectives with a   singular noun, with correct  positioning and agreement.   * Choosing appropriate adjectives   from a wider range of adjectives. | * Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. * Using adapted phrases to describe an object, person or place. | * Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. * Using a wide range of descriptive phrases. |

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| Year 3 | | Year 4 | |
| Skills | Knowledge | Skills | Knowledge |
| Discussing similarities and differences between customs and traditions in France and the UK.  Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L’escargot by Matisse. | To know that in French there are formal and informal greetings.  To know some playground games played in France.  To know the names and locations of some of the cities in France.  To name some famous paintings by French artists.  To know that French is spoken in different countries around the world.  To identify some French-speaking countries. | Discovering French festivals and their  traditions.  Comparing the weather between France and the UK.  Ordering typical French food and drink.  Creating a song in French for a famous song contest. | To know that in French there is a formal and informal version of the word for ‘you’, and when to use which one.  To know that in France the temperature is measured in celsius.  To know that the currency used in France is euros and to recognise some of the notes and coins.  To know that orders are typically taken at the table in France.  To know that the Eurovision song contest in an annual competition between countries in the euro area and that it was created to promote  cooperation between countries after the  Second World War |
| Year 5 | | Year 6 | |
| Skills | Knowledge | Skills | Knowledge |
| Identifying key geographical features of  countries in the French-speaking world.  Analysing climate data for some  French-speaking countries. | To be able to name French-speaking countries and recognise the flags of those countries.  To be able to explain how climate varies in some French-speaking countries. | Playing the traditional French game of la pétanque.  Researching information about the French cycle race la Tour de France.  Comparing sporting activities in France and the UK. | To know the rules for playing French bowls.  To know how the maillot jaune is awarded during the Tour de France race.  To know that football is immensely popular in France which is reflected in the support for the national team les Bleus. |