

## French – Progression of Core Knowledge and Skills

The French knowledge and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident French speakers.

Early Learning Goals					
<b>Personal, Social and Emotional Development - Self-Regulation</b> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<b>Communication and Language – Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.		
<b>Personal, Social and Emotional Development – Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.			<b>Communication and Language – Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		
<b>Understanding the World - People, Culture and Communities</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			<b>Understanding the World - People, Culture and Communities</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		
<b>Expressive Arts and Design - Creating with Materials</b> Make use of props and materials when role playing characters in narratives and stories.			<b>Expressive Arts and Design - Being Imaginative and Expressive</b> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		
Year One and Year Two – Curriculum A					
Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Body Parts	Basic Phrases	Basic Phrases	Months	Food	Colours
<b>Year One Knowledge and Skills</b> I can say the names of basic body parts <b>Year Two Knowledge and Skills</b> I can say and write the names of basic body parts	<b>Year One Knowledge and Skills</b> I can say basic phrases <b>Year Two Knowledge and Skills</b> I can say and write basic phrases	<b>Year One Knowledge and Skills</b> I can say basic phrases <b>Year Two Knowledge and Skills</b> I can say and write basic phrases	<b>Year One Knowledge and Skills</b> I can say the names of the months of the year in order <b>Year Two Knowledge and Skills</b> I can say and write the names of the months of the year in order	<b>Year One Knowledge and Skills</b> I can say the names of basic foods <b>Year Two Knowledge and Skills</b> I can say and write the names of basic foods	<b>Year One Knowledge and Skills</b> I can say the names of basic colours <b>Year Two Knowledge and Skills</b> I can say and write the names of basic colours
Year One and Year Two – Curriculum B					
Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Family	Basic Conversation	Basic Conversation	Days of the Week	Animals	Numbers
<b>Year One Knowledge and Skills</b>	<b>Year One Knowledge and Skills</b> I can say basic conversational words	<b>Year One Knowledge and Skills</b> I can say basic conversational words	<b>Year One Knowledge and Skills</b>	<b>Year One Knowledge and Skills</b> I can say the names of basic animals	<b>Year One Knowledge and Skills</b>

<p>I can say the names of different family members</p> <p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write the names of different family members</p>	<p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write basic conversational words</p>	<p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write basic conversational words</p>	<p>I can say the names of the days of the week</p> <p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write the names of the days of the week</p>	<p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write the names of basic animals</p>	<p>I can say the names of the numbers from 0 – 20</p> <p><b>Year Two Knowledge and Skills</b></p> <p>I can say and write the names of the numbers from 0 – 20</p>
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**Year Three and Year Four – Curriculum A**

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Getting to Know You	All About Me	Time	Family and Friends	Food, Glorious Food	Holidays and Hobbies

<p><b>National Curriculum Coverage</b></p> <p>I know how to engage in conversations and ask and answer questions in the context of:</p> <ul style="list-style-type: none"> <li>greeting people</li> <li>introducing myself</li> <li>talking about how I am</li> <li>saying goodbye</li> </ul> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:</p> <ul style="list-style-type: none"> <li>talking about how I am</li> <li>saying goodbye</li> <li>talking about age</li> </ul> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of:</p> <ul style="list-style-type: none"> <li>counting</li> </ul> <p>I know how to appreciate stories, songs, poems and rhymes in the language in the context of:</p> <ul style="list-style-type: none"> <li>counting</li> </ul> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p> <ul style="list-style-type: none"> <li>talking about my age</li> </ul> <p><b>Year Three Knowledge and Skills</b></p> <p>I can say hello in a few different ways</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:</p> <ul style="list-style-type: none"> <li>giving and following classroom instructions</li> <li>everyday actions</li> </ul> <p>I know how to read carefully and show understanding of words, phrases and simple writing in the context of:</p> <ul style="list-style-type: none"> <li>naming body parts</li> </ul> <p>I know how to appreciate stories, songs, poems and rhymes in the language in the context of:</p> <ul style="list-style-type: none"> <li>naming body parts.</li> </ul> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of:</p> <ul style="list-style-type: none"> <li>naming colours</li> </ul> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of:</p> <ul style="list-style-type: none"> <li>clothing</li> </ul> <p><b>Year Three Knowledge and Skills</b></p> <p>I know basic instruction</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of:</p> <ul style="list-style-type: none"> <li>counting</li> </ul> <p>I know how to explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of:</p> <ul style="list-style-type: none"> <li>counting</li> </ul> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding; in the context of:</p> <ul style="list-style-type: none"> <li>the days of the week</li> </ul> <p>I know how to read carefully and show understanding of words, phrases and simple writing; in the context of:</p> <ul style="list-style-type: none"> <li>months of the year</li> </ul> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of:</p> <ul style="list-style-type: none"> <li>birthday dates</li> </ul> <p>I know how to present ideas and information orally to a range of audiences; in the context of:</p> <ul style="list-style-type: none"> <li>talking about festivals</li> </ul> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to present ideas and information orally to a range of audiences in the context of:</p> <ul style="list-style-type: none"> <li>family</li> </ul> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of:</p> <ul style="list-style-type: none"> <li>pets</li> <li>the alphabet</li> </ul> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of:</p> <ul style="list-style-type: none"> <li>pets</li> </ul> <p>I know how to conjugate high-frequency verbs in the context of:</p> <ul style="list-style-type: none"> <li>pets</li> </ul> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of:</p> <ul style="list-style-type: none"> <li>the alphabet</li> <li>spelling familiar words and names</li> </ul> <p>I understand basic grammar and conjugate high-frequency verbs in the context of:</p> <ul style="list-style-type: none"> <li>introducing people</li> </ul>	<p><b>National Curriculum Coverage</b></p> <p>I know how to appreciate stories, songs, poems and rhymes in the language in the context of:</p> <ul style="list-style-type: none"> <li>food</li> </ul> <p>I understand key features and patterns of basic grammar in the context of:</p> <ul style="list-style-type: none"> <li>requesting something to eat</li> <li>stating preferences about food</li> </ul> <p>I know how to describe people, places, things and actions orally and in writing in the context of:</p> <ul style="list-style-type: none"> <li>describing food by colour</li> <li>describing objects by size</li> </ul> <p>I know how to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of:</p> <ul style="list-style-type: none"> <li>preparing, eating and talking about food</li> </ul> <p><b>Year Three Knowledge and Skills</b></p> <p>I can attempt to follow a familiar story in French</p> <p>I can attempt to request something to eat</p> <p>I can attempt to generalise</p> <p>I can begin to say what food I like and don't like</p> <p>I can describe the colour(s) of an object</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of:</p> <ul style="list-style-type: none"> <li>seasons and months</li> </ul> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:</p> <ul style="list-style-type: none"> <li>seasons and months</li> <li>temperatures of countries around the world</li> <li>answering questions about favourite sports</li> </ul> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of:</p> <ul style="list-style-type: none"> <li>stating what the weather is like the topic 'Holidays'</li> </ul> <p>I know how to present ideas and information orally to a range of audiences, in the context of:</p> <ul style="list-style-type: none"> <li>giving a weather forecast</li> </ul> <p>I know how to engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of:</p> <ul style="list-style-type: none"> <li>answering questions about favourite sports</li> </ul>
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<p>I am beginning to understand the difference between formal and informal language</p> <p>I am beginning to use gestures to support conversation</p> <p>I can say a basic introduction for myself</p> <p>I can ask another person name</p> <p>I can say 'Comment ça va?' as a question</p> <p>I know phrases that describe feelings</p> <p>I can say goodbye in a few different ways</p> <p>I can listen carefully to a song with numbers from 0 – 10</p> <p>I can try to join in with numbers from 0 – 10 when they appear in a song</p> <p>I can use some number words in a sentence</p> <p>I am beginning to make up new sentences</p> <p>I can say my own age</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can say hello for different times of day.</p> <p>I can use formal or informal language appropriately.</p> <p>I can use gestures to support my conversation.</p> <p>I can introduce myself to someone else</p> <p>I can respond to someone asking my name</p> <p>I can use 'Comment ça va?' as a question in context</p> <p>I can choose the appropriate phrase to say how I feel</p> <p>I can say goodbye in a variety of different ways</p> <p>I can use music to remember new words</p>	<p>I can listen and respond to basic vocabulary</p> <p>I am beginning to demonstrate understanding with actions</p> <p>I am beginning to understand action words</p> <p>I can listen to and attempt the pronunciation of colour words</p> <p>I know the word for 'there'</p> <p>I know some clothing names</p> <p>I am beginning to use simple conjunctions</p> <p>I am beginning to have simple conversations about clothes</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can listen and respond to instructions</p> <p>I can read, listen and respond to vocabulary</p> <p>I can demonstrate my understanding with actions</p> <p>I understand and respond to action words</p> <p>I can listen to and copy the pronunciation of colour words accurately</p> <p>I can ask and answer what is 'there'</p> <p>I recognise masculine and feminine clothing nouns</p> <p>I can use simple conjunctions to link vocabulary for clothes and accessories</p> <p>I can have a simple conversation about clothes</p>	<p>instance, to build sentences; and how these differ from or are similar to English; in the context of: saying the date</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I am beginning to recognise and repeat words with increasing accuracy</p> <p>I am beginning to make between known and new vocabulary using sound and spelling</p> <p>I am beginning to recognise, say and respond to a set of vocabulary</p> <p>I can listen and respond to a set of vocabulary</p> <p>I am beginning to speak in simple sentences using known vocabulary and grammar</p> <p>I can name some French festivals</p> <p>I recognise the verb 'to be'</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can recognise and repeat sounds and words with increasing accuracy</p> <p>I can make links between known and new vocabulary using sound and spelling</p> <p>I can recognise, say and respond to a set of vocabulary</p> <p>I can listen, read and respond to a set of vocabulary</p> <p>I can speak in sentences using known vocabulary and grammar</p> <p>I can use known language to present information about French festival dates</p> <p>I can begin to conjugate the verb 'to be' for past and future tense.</p>	<p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of: introducing people</p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of: spelling familiar words and names</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can present a picture of family members</p> <p>I am beginning to develop strategies for remembering new language</p> <p>I know some verbs I can match to pets</p> <p>I am beginning to recognise and repeat words with increasing accuracy</p> <p>I am beginning to songs or rhymes to help me remember new language</p> <p>I am beginning to make links between known and new structures</p> <p>I can use a range of vocabulary to create simple sentences</p> <p>I am beginning to use French pronunciation of the alphabet to spell words</p> <p>I am beginning to make simple sentences about homes</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can present a picture of family members using possessive adjectives</p> <p>I have developed strategies for remembering new language</p> <p>I can match subject and verb correctly when talking about pets</p> <p>I can recognise and repeat sounds and words with increasing accuracy</p>	<p>I know some adjectives</p> <p>I can practise vocabulary groups</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can follow a familiar story in French</p> <p>I can use determiners for identifying quantities in making polite requests</p> <p>I can use the definite article when generalising</p> <p>I can give a preference for or against things</p> <p>I can describe the colour(s) of an object by modifying adjectives</p> <p>I am beginning to place adjectives appropriately before or after the noun they modify</p> <p>I am beginning to understand that adjective spelling depends on number and gender</p> <p>I can use a range of grammar structures to practise a set of vocabulary groups</p>	<p>answering questions about hobbies</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can say answers to a question, in a sentence</p> <p>I can attempt to use the third person plural in sentences</p> <p>I know some words I can use to describe the weather</p> <p>I know some words used in a weather forecast</p> <p>I am beginning to know the difference between masculine and feminine</p> <p>I know some words linked to going on holiday</p> <p>I can name some sports</p> <p>I can name some hobbies</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can write answers to a question, in a sentence</p> <p>I can use the third person plural in sentences</p> <p>I can speak a sentence describing the weather</p> <p>I can present the weather forecast to a range of audiences</p> <p>I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition</p> <p>I can speak a sentence about going on holiday</p> <p>I can answer a question about sports, orally and in writing</p> <p>I can answer a question about hobbies, orally and in writing</p>
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<p>I can join in with a song about numbers from 0 – 10</p> <p>I can use number words in a sentence</p> <p>I can make up new sentences</p> <p>I can ask how old someone is</p> <p>I can say my own age in response</p>			<p>I can use songs or rhymes to help me remember new language</p> <p>I can make links between known and new structures</p> <p>I can use a range of vocabulary to create different sentences</p> <p>I can use French pronunciation of the alphabet to spell words</p> <p>I can make new sentences about homes by substituting different vocabulary</p>		
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Year Three and Year Four – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Our School	Where in the World	On the Move	All Around Town	Going Shopping	What’s the Time
<p><b>National Curriculum Coverage</b></p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:</p> <ul style="list-style-type: none"> <li>naming objects around the classroom</li> <li>giving and following classroom instructions</li> </ul> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of:</p> <ul style="list-style-type: none"> <li>describing the contents of a pencil case</li> </ul> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p> <ul style="list-style-type: none"> <li>subjects studied at school</li> </ul> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of:</p> <ul style="list-style-type: none"> <li>places around school</li> </ul>	<p><b>National Curriculum Coverage</b></p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of:</p> <ul style="list-style-type: none"> <li>countries and capitals of the United Kingdom</li> <li>animals in a zoo</li> </ul> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of:</p> <ul style="list-style-type: none"> <li>completing an activity sheet about the United Kingdom</li> <li>animals around the world</li> </ul> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:</p> <ul style="list-style-type: none"> <li>countries of the world where French is spoken</li> <li>countries and continents</li> <li>animals in a zoo</li> <li>using pronouns</li> </ul>	<p><b>National Curriculum Coverage</b></p> <p>I know how to present ideas and information orally to a range of audiences, in the context of:</p> <ul style="list-style-type: none"> <li>types of transport</li> </ul> <p>I know how to understand basic grammar appropriate to the language (conjugation of high-frequency verbs), in the context of:</p> <ul style="list-style-type: none"> <li>types of transport</li> <li>talking about travel</li> </ul> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of:</p> <ul style="list-style-type: none"> <li>directions</li> </ul> <p>I know how to describe people, places, things and actions orally and in writing, in the context of:</p> <ul style="list-style-type: none"> <li>directions</li> </ul> <p>I know how to engage in conversations; ask and answer questions, in the context of:</p> <ul style="list-style-type: none"> <li>travelling around a town</li> </ul>	<p><b>National Curriculum Coverage</b></p> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of:</p> <ul style="list-style-type: none"> <li>where people live</li> </ul> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding, in the context of:</p> <ul style="list-style-type: none"> <li>describing our town</li> </ul> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of:</p> <ul style="list-style-type: none"> <li>counting in tens</li> <li>counting to 100</li> </ul> <p>I know how to present ideas and information orally to a range of audiences, in the context of:</p> <ul style="list-style-type: none"> <li>giving your address</li> </ul> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of:</p> <ul style="list-style-type: none"> <li>asking a partner and answering whether they like certain fruit</li> <li>role play – shopper and shopkeeper</li> </ul> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context:</p> <ul style="list-style-type: none"> <li>of completing an activity sheet</li> </ul> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:</p> <ul style="list-style-type: none"> <li>choosing the correct French word for some</li> <li>describing the colour of clothes</li> </ul> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p> <ul style="list-style-type: none"> <li>telling the time</li> <li>saying the times of things across the day</li> </ul> <p>I know how to engage in conversations; ask and answer questions in the context of:</p> <ul style="list-style-type: none"> <li>a TV schedule</li> </ul> <p>I know how to read carefully and show understanding of words, phrases and simple writing in the context of:</p> <ul style="list-style-type: none"> <li>reading a school timetable</li> </ul> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:</p> <ul style="list-style-type: none"> <li>a maths lesson on time</li> </ul> <p><b>Year Three Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>I can say a sentence to tell the time</li> <li>I can say at what time I do things</li> </ul>

<p>I understand basic grammar appropriate to the language being studied in the context of: school activities</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can name some things around the classroom</p> <p>I can name some of the things in my pencil case</p> <p>I can name some of the school subjects</p> <p>I can listen to commands and attempt to follow instructions</p> <p>I can name some places around school</p> <p>I can repeat simple sentences to say what I like to do at school.</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can ask and explain where things are in the classroom</p> <p>I can describe the contents of my pencil case</p> <p>I can express opinions about school subjects</p> <p>I can listen to commands and follow instructions</p> <p>I can ask and answer questions about places in school</p> <p>I can construct simple sentences to say what I like to do at school</p>	<p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of: using French/English dictionaries and/or online translators</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can attempt to speak in a sentence to answer a question</p> <p>I can attempt to write a sentence to answer a question</p> <p>I am beginning to distinguish masculine and feminine nouns</p> <p>I can attempt to use the correct masculine/feminine preposition</p> <p>I can explain how to use a French dictionary</p> <p>I understand that a continent is always feminine</p> <p>I can attempt to speak in a complete sentence</p> <p>I can attempt to use the past tense in a sentence</p> <p>I can write a sentence and then attempt to adapt it to create a new sentence</p> <p>I am beginning to use pronouns</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can speak in a sentence to answer a question</p> <p>I can write a sentence to answer a question</p> <p>I can distinguish masculine and feminine nouns</p> <p>I can use the correct masculine/feminine preposition</p> <p>I can use an English/French dictionary to translate from English to French</p> <p>I understand that because a continent is always feminine the</p>	<p><b>Year Three Knowledge and Skills</b></p> <p>I can name some types of transport</p> <p>I know the verb 'to go'</p> <p>I am beginning to recognise familiar spelling patterns</p> <p>I know some vocabulary linked to directions</p> <p>I can use new language to make simple sentences</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can tell other people about types of transport</p> <p>I can use the verb 'to go' in a simple sentence</p> <p>To recognise and pronounce a familiar spelling pattern in different words</p> <p>To use my knowledge of actions and directions to give instructions</p> <p>To combine familiar language to create a new set of sentences</p> <p>To give a sentence subject-verb agreement</p>	<p>introduced into familiar written material, including through using a dictionary, in the context of: researching vocabulary in categories</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can listen carefully and pronounce unfamiliar words with increasing accuracy</p> <p>I can listen carefully to and repeat key words and phrases</p> <p>I am beginning to use familiar sounds and spellings to help me recognise and learn new language</p> <p>I can apply my knowledge to help me say and spell new language</p> <p>I can present information to other people</p> <p>I can use a bilingual dictionary</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can listen carefully and pronounce unfamiliar words with accuracy</p> <p>I can listen carefully, repeating and responding to key words and phrases</p> <p>I can use familiar sounds and spellings to help me recognise and learn new language</p> <p>I can apply my knowledge to help me predict, say and spell new language</p> <p>I can select and present information to other people</p> <p>I can use a bilingual dictionary to develop my vocabulary around a given topic</p>	<p>asking/answering questions in complete sentences about clothing</p> <p>asking/answering questions about where you can buy certain items</p> <p><b>Year Three Knowledge and Skills</b></p> <p>I can attempt to express an opinion in French</p> <p>I can write answers to questions</p> <p>I know that you can change the French word for 'the' to the French word for 'some'</p> <p>I can attempt to use adjectives to describe nouns</p> <p>I am beginning to answer questions in complete simple sentences</p> <p>I can answer questions in French</p> <p>I can take part in role-play</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can express an opinion in French</p> <p>I can write sentence answers to a question, using quantifiers</p> <p>I can change the French word for 'the' to the French word for 'some'</p> <p>I can use adjectives to describe nouns</p> <p>I can answer questions in a complete sentence</p> <p>I can ask and answer a question in French</p> <p>I can take part in role play, speaking in French</p>	<p>I can ask questions about a TV schedule</p> <p>I can take part in a Maths lesson on counting and time, in French</p> <p><b>Year Four Knowledge and Skills</b></p> <p>I can say and write a sentence to tell the time</p> <p>I can say and write at what time I do things</p> <p>I can answer and ask a question about a TV schedule</p> <p>I can take part in a Maths lesson on counting and time, in French</p>
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preposition 'en' is always used for 'in'  
 I can speak in a complete sentence  
 I can use the past tense in a sentence  
 I can write a sentence and adapt it to create a new sentence  
 I can use pronouns

Year Five and Year Six – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Getting to Know You	Let's Go Shopping	Family and Friends	Our Precious Planet	That's Tasty	School Life
<p><b>National Curriculum Coverage</b></p> <p>I know how to present ideas and information orally to a range of audiences in the context of:                      revising what they have learnt in French so far</p> <p>I understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of:                      talking about what they want to do when they grow up                      describing emotions                      predicting what's going to happen</p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:                      talking about what they want to do when they grow up</p> <p>I know how to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of:                      investigating typical French names</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of:                      a shopping conversation                      role play – shopper and shopkeeper</p> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:                      describing the positions of shops                      describing the colour of clothes</p> <p>Read carefully and show understanding of words, phrases and simple writing, in the context of:                      calculating costs from shopping lists</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can take part in role play, speaking in French</p> <p>I can attempt to use the correct form of positional language</p> <p>I can use the correct form of adjectives to describe nouns</p> <p>I can ask and answer questions in French</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; To understand basic grammar appropriate to the language in the context of:                      introducing family members</p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of:                      farm animals</p> <p>I know how to present ideas and information orally to a range of audiences in the context of:                      talking about homes</p> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of:                      talking about objects in the home</p> <p>I know how to describe people, places, things and actions orally* and in writing in the context of:                      describing pets and animals</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to broaden vocabulary and develop ability to understand new words in the context of:                      environmental challenges where you live</p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:                      taking positive environmental actions</p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:                      positive environmental actions that some groups of people are going to take</p> <p>I know how to describe people, places, things and actions orally and in writing in the context of:                      environmental challenges and positive actions to address them</p> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of:                      environmental challenges and positive actions to address them</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to engage in conversations; ask and answer questions, in the context of:                      role play about hot and cold drinks</p> <p>Read carefully and show understanding of words, phrases and simple writing, in the context of:                      opening/closing times of a restaurant</p> <p>I know how to write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of:                      breakfast items                      describing preferred sandwich types</p> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:                      describing food items                      saying which pizza toppings to have</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can ask and answer questions about drink choices</p> <p>I can interpret a chart written in French</p>	<p><b>National Curriculum Coverage</b></p> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of:                      saying where characters are standing in the classroom</p> <p>I know how to read carefully and show understanding of words, phrases and simple writing in the context of:                      describing the positions of objects</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:                      subjects studied at school</p> <p>I understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of:                      subjects studied at school</p> <p>I know how to engage in conversations; ask and answer questions in the context of:                      a Maths/French Lesson                      asking and answering questions about what can be done</p>



<p>I know how to appreciate stories, songs, poems and rhymes in the language in the context of: a traditional fable</p> <p>I know how to write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of: writing personal presentations</p> <p>I know how to describe people, places, things and actions orally and in writing in the context of: describing themselves</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can demonstrate the skills and knowledge I have learnt so far</p> <p>I can use the simple future tense</p> <p>I can attempt to respond appropriately to what someone says</p> <p>I can attempt to use appropriate pronunciation to help others understand me better</p> <p>I can attempt to select the appropriate form of a word for the context</p> <p>I am beginning to use a dictionary to develop my sentences</p> <p>I can attempt to use the near future tense</p> <p>I can follow a simple story</p> <p>I am starting to remember appropriate language to express my ideas</p> <p>I can select some key words for descriptions</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can demonstrate the skills and knowledge I have learnt so far in a variety of ways</p> <p>I can use the future tense</p> <p>I can respond appropriately to what someone says</p>	<p>I can attempt read and interpret lists written in French</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can confidently lead role play, speaking in French</p> <p>I can use the correct form of positional language</p> <p>I can confidently use the correct form of adjectives to describe nouns</p> <p>I can confidently ask and answer questions in French</p> <p>I can read and interpret lists written in French</p>	<p>I know how to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of: describing pets and animals</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can recognise and attempt to repeat rhyming words in a song</p> <p>I can make sentences about belonging</p> <p>I can attempt to vary my sentences by changing the vocabulary</p> <p>I can join in a French version of a familiar song</p> <p>I can add detail to a sentence with an adjective</p> <p>I can use a bilingual dictionary to translate unknown words</p> <p>I can select suitable adjectives to describe a subject</p> <p>I can use a description to support my opinion</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can recognise and repeat rhyming words in a song</p> <p>I can say and write sentences about belonging</p> <p>I can vary my sentences by changing the vocabulary</p> <p>I can join in a French version of a familiar song with confidence</p> <p>I can add detail to a sentence with several adjectives</p> <p>I can use a bilingual dictionary to translate unknown words of increasing difficulty</p> <p>I can select several suitable adjectives to describe a subject</p> <p>I can use a description to support my opinion with confidence</p>	<p>I know how to present ideas and information orally to a range of audiences in the context of: environmental challenges and positive actions to address them</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can use vocabulary linked to environmental challenges I can see in my local area</p> <p>I can say simple sentences that explain a small action I am going to take in response to the environmental challenges where I live</p> <p>I can say simple sentences explaining what I think some groups of people are going to do in response to an environmental challenge I can see</p> <p>I can say simple sentences explaining an environmental challenge and possible action that could be taken by myself and some groups of people</p> <p>I can assist in preparing a presentation in French about the environmental challenges I can see and what actions I think are going to be taken by myself and some groups of people</p> <p>I can assist in delivering a presentation in French about the environmental challenges I can see and what actions I think are going to be taken by myself and some groups of people</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can explain key environmental challenges I can see in my local area</p> <p>I can say what small actions I am going to take in response to the environmental challenges where I live</p>	<p>I can write a sentence to express my choices</p> <p>I can use adjectives to describe nouns</p> <p>I can use the correct French form for 'some'</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can confidently ask, answer and order drinks in the context of a restaurant</p> <p>I can interpret a menu written in French</p> <p>I can write an order role-playing in a French restaurant</p> <p>I can use several adjectives to describe a noun</p> <p>I can use the correct French form for 'some' confidently in a sentence</p>	<p>I know how to present ideas and information orally to a range of audiences in the context of: asking questions which they would ask in school</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can use the pronouns il and elle</p> <p>I can show that I understand the meaning of a sentence by saying whether it is true or false</p> <p>I can say and write a sentence to answer a question</p> <p>I can use comparative adverbs</p> <p>I can ask and answer questions in French</p> <p>I can ask and answer questions in French about what I can do in school</p> <p>I can take part in a conversation with a partner and show it to my class</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can use the pronouns il and elle in a sentence with confidence</p> <p>I understand the meaning of a sentence and can say whether it is true or false with confidence</p> <p>I can say and write complex sentence to answer a question</p> <p>I can use comparative adverbs in a sentence with confidence</p> <p>I can ask and answer questions in French with confidence</p> <p>I can have a conversation about what I can do in school that includes asking and answering questions</p> <p>I can take the lead in a conversation with a partner and show it to my class</p>
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<p>I can use appropriate pronunciation to help others understand me better</p> <p>I can select the appropriate form of a word for the context</p> <p>I can use a dictionary to develop my sentences</p> <p>I can use the near future tense</p> <p>I can follow a story</p> <p>I can remember appropriate language to express my ideas</p> <p>I can select key words for descriptions</p>			<p>I can explain what I think some groups of people are going to do in response to the environmental challenges I can see</p> <p>I can explain a range of environmental challenges and possible actions that could be taken by myself and some groups of people</p> <p>I can prepare a presentation in French about the environmental challenges I can see and what actions I think are going to be taken by myself and some groups of people</p> <p>I can deliver a presentation in French about the environmental challenges I can see and what actions I think are going to be taken by myself and some groups of people</p>		
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Year Five and Year Six – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
All About Ourselves	This is France	Let’s Visit a French Town	Time Travelling	All in a Day	More to Explore
<p><b>National Curriculum Coverage</b></p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of:</p> <p>body parts</p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p> <p>describing yourself</p> <p>I know how to describe people, places, things and actions orally and in writing in the context of:</p> <p>activities in the classroom or around school</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of:</p> <p>learning about the neighbours of France</p> <p>I know how to engage in conversations; ask and answer questions in the context of:</p> <p>calculating distances</p> <p>I know how to broaden their vocabulary and develop their ability to understand new words in the context of:</p> <p>saying the direction one city is from another</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of:</p> <p>talking about where people live</p> <p>I know how to appreciate stories, songs, poems and rhymes in the language; in the context of:</p> <p>finding out where people live</p> <p>I know how to present ideas and information orally to a range of audiences; in the context of:</p> <p>discussing what you can do in your town</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of:</p> <p>counting into thousands</p> <p>I know how to understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; read carefully and show understanding of</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of:</p> <p>telling the time</p> <p>I know how to describe people, places, things and actions orally and in writing, in the context of:</p> <p>saying when things happen in a day</p> <p>I understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of:</p> <p>conjugating verbs</p>	<p><b>National Curriculum Coverage</b></p> <p>I know how to develop accurate pronunciation and intonation so that others can understand in the context of:</p> <p>key French sounds and spellings</p> <p>I know how to appreciate stories, songs, poems and rhymes in the context of:</p> <p>cultural awareness</p> <p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of:</p> <p>language skills</p>



<p>I know how to understand basic grammar appropriate to the language being studied in the context of: describing what someone is wearing talking about feelings talking about ailments</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I recognise and can use different vocabulary related to the topic of body parts</p> <p>I can use adjectives to describe features</p> <p>I can apply my knowledge of sentence structure and vocabulary to describe activities</p> <p>I can use the verb 'porter' to describe what someone is wearing</p> <p>I can apply my knowledge of French adjectives to describe feelings</p> <p>I can explain what is wrong when I'm feeling unwell</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I recognise and can use different vocabulary related to the topic of body parts with confidence</p> <p>I can use several adjectives to describe features</p> <p>I can confidently describe activities using complex sentences</p> <p>I can use the verb 'porter' to describe what someone is wearing in a conversation about clothing</p> <p>I can use several adjectives to accurately describe my feelings</p> <p>I can confidently explain what is wrong when I'm feeling unwell</p>	<p>I know how to describe people, places, things and actions in writing in the context of: the famous landmarks of Paris</p> <p>I know how to understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of: famous French people stating nationalities</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can attempt to write a sentence using the correct form of 'de'</p> <p>I can use a chart to ask questions</p> <p>I can use the correct words for up to 4 compass points</p> <p>I can write in French the names of the landmarks of Paris</p> <p>I can attempt to use the correct form of être – present or past imperfect tense</p> <p>I can attempt to use the correct form of adjectives</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can write a sentence using the correct form of 'de'</p> <p>I can use a chart to ask and answer questions</p> <p>I can use the correct words for up to 8 compass points</p> <p>I can write in French about the landmarks of Paris</p> <p>I can use the correct form of être – present or past imperfect tense</p> <p>I can use the correct form of adjectives</p>	<p>I know how to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of: discussing French towns</p> <p>I know how to describe people, places, things and actions orally and in writing; in the context of: exploring maps</p> <p>I know how to speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of: mathematics</p> <p>I know how to listen attentively to spoken language and show understanding by joining in and responding; in the context of: visiting someone's home</p> <p>I know how to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of: exploring ordinal numbers</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I am beginning to understand how verbs change depending on the subject</p> <p>I can join in a song with familiar structures</p> <p>I can use some vocabulary to explain why I do something</p> <p>I can locate new vocabulary in a bilingual dictionary</p> <p>I can begin to describe the position of places in French towns</p> <p>I can use French terms for mathematical activities</p> <p>I can attempt to follow and respond to an audio presentation</p>	<p>words, phrases and simple writing in the context of: talking about age discussing when you were born discussing people's lives</p> <p>To listen attentively to spoken language and show understanding by joining in and responding in the context of: French historical events</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can use known vocabulary to help me identify new language in a sentence</p> <p>I can build a sentence using a given range of vocabulary choices</p> <p>I can recognise how verbs change according to the subject</p> <p>I can identify specific parts of a written sentence</p> <p>I can identify key information by listening for significant vocabulary</p> <p>I can make a simple sentence in the past tense</p> <p>I can apply previous learning about the passé composé to make a new sentence</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can use known vocabulary to identify new language in a sentence</p> <p>I can build a number of sentences using a given range of vocabulary choices</p> <p>I know how verbs change according to the subject</p> <p>I can confidently identify specific parts of a written sentences</p> <p>I can confidently identify key information by listening for significant vocabulary</p> <p>I can make a sentence in the past tense</p> <p>I can apply previous learning about</p>	<p>I know how to read carefully and show understanding of words, phrases and simple writing; in the context of: reading arrival and departure boards reading a school timetable</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can say and attempt to write a sentence to tell the time</p> <p>I can begin to tell the time using French phrases to describe a.m. and p.m. time</p> <p>I can attempt to follow a pattern to conjugate verbs</p> <p>I can begin to read and interpret information charts written in French</p> <p>I can begin to read and interpret a school's weekly timetable</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can say and write a sentence to tell the time</p> <p>I can tell the time using French phrases to describe a.m. and p.m. time</p> <p>I can follow a pattern to conjugate verbs</p> <p>I can read and interpret information charts written in French</p> <p>I can read and interpret a school's weekly timetable</p>	<p>I know how to listen attentively to spoken language and show understanding by joining in and responding in the context of: communication games and activities</p> <p>I know how to read carefully and show understanding of words, phrases and simple writing in the context of: literacy activities</p> <p>I know how to understand basic grammar appropriate to the language being studied in the context of: an escape room game</p> <p><b>Year Five Knowledge and Skills</b></p> <p>I can pronounce some key sounds in French correctly</p> <p>I understand some key aspects of French stories, songs, poems, rhymes and culture</p> <p>I am developing my understanding and use of a range of vocabulary about different topics</p> <p>I am becoming more confident in listening and responding appropriately when someone speaks to me in French</p> <p>I am growing in confidence in my French literacy skills</p> <p>I am developing my understanding and use of a range of French grammatical structures</p> <p><b>Year Six Knowledge and Skills</b></p> <p>I can pronounce key sounds in French correctly</p> <p>I understand most key aspects of French stories, songs, poems, rhymes and culture</p> <p>I understand and use a range of vocabulary about different topics</p> <p>I can listen attentively and</p>
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