

Long Term French Overview

PIMPERNE PRIMARY SCHOOL – FRENCH OVERVIEW

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	All about Me (Greetings, facts about me including numbers 1-20)		All about me (days of the weeks, months of the year, birthdays)		My family (immediate family, eye colour and hair colour)	
Year 4	Weather		School		Days out	
Year 5	Space		Food		Sports	
Year 6	About the town		House and Home		Careers	

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National Curriculum Objectives:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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

	Year 3	Year 4	Year 5	Year 6
Listening	Can understand and respond to familiar modelled words. Can follow along and repeat key words from a song, rhyme or poem. Can recall key phonics words (and gestures),	Can understand, and respond to familiar spoken words and modelled phrases. Can join in the re-telling of a familiar story or song by using gestures or saying key	Can understand the main points of a series of short sentences by repeating and responding to them. Can write high-frequency familiar words from his/her	listen attentively to spoken language and show understanding by repeating and responding to short, spoken passages made up of familiar words and phrases concerning self, people

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	and read them aloud with good pronunciation	words or phrases. Can recognise and match key sounds and words that rhyme.	oral vocabulary when s/he hears them spoken slowly and clearly, with understandable spelling	or places. in French. Can write individual words accurately, building them from written syllables. Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.
Speaking	<p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Use a language scaffold to present simple rehearsed statements about themselves, objects and people to a partner</p> <p>develop increasingly accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>identify individual sounds in words and pronounce</p>	<p>Ask and answer at least two simple, familiar questions with a response.</p> <p>Use familiar vocabulary to say a short sentence about themselves or their everyday activities and interests.</p> <p>With a scaffold, select and include an adjective in a spoken sentence that describes either people, places, things and actions</p> <p>show awareness of accents, elisions and silent letters and begin to pronounce words accordingly. start to</p>	<p>Engage in a short conversation (with a peer) using a range of simple, familiar questions.</p> <p>Ask and answer more complex questions with a scaffold.</p> <p>Say sentences which contain adjectives to describe people, places and things.</p> <p>develop accurate pronunciation and intonation pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</p>	<p>Converse briefly expressing a range of opinions without prompts.</p> <p>Produce extended responses to questions e.g. talk about recent experiences and future events without a scaffold.</p> <p>Manipulate familiar language to describe people, places and things. Use a dictionary to find synonyms for familiar adjectives.</p> <p>start to predict the</p>

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	<p>accurately when modelled;</p> <p>a</p>	<p>recognise the sound of some letter strings in familiar words and pronounce when modelled;</p> <p>adapt intonation to ask questions or give instructions</p>	<p>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</p> <p>Present a range of ideas and information with prompts to a partner or group of people.</p>	<p>pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations.</p> <p>Present a range of ideas and information without prompts to a partner or group of people.</p>
Reading	<p>Read and show understanding of single familiar words.</p> <p>Use strategies for memorisation of new words .</p> <p>Make links with English or known languages to work out the meaning of unfamiliar words.</p>	<p>Read and show understanding of single familiar phrases.</p> <p>Use the context of a sentence to predict the meaning of unknown words.</p> <p>Use a bilingual dictionary to find the meaning of unknown words in French and English.</p>	<p>Read and show understanding of simple sentences containing familiar and some unfamiliar words.</p> <p>Use the context of a sentence to predict the meaning of unknown words.</p> <p>Use a bilingual dictionary to identify word class.</p>	<p>Read and understand the main points of a short paragraph.</p> <p>Use a range of strategies including, cognates, links with known language and context to predict the meaning of unknown words</p> <p>Use a bilingual dictionary to find the meaning of unknown phrases in French and English.</p>
Appreciation of stories, songs and rhymes.	Learn to sing the alphabet song	Learn to sing the months of the year song. Show understanding by joining in with actions.		

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Writing	<p>Write simple familiar words from memory with understandable accuracy.</p> <p>Copy simple familiar words to describe people, places, things and actions using a model.</p>	<p>Write simple familiar phrases from memory with understandable accuracy.</p> <p>Replace familiar vocabulary in short phrases written from memory to create new phrases.</p> <p>Write a simple phrase containing an adjective to describe people, places, things or actions,</p>	<p>Write simple sentences from memory using familiar vocabulary.</p> <p>Write several simple sentences containing an adjective to describe people, places, things or actions using a language scaffold.</p>	<p>Write several sentences from memory with familiar vocabulary with understandable accuracy.</p> <p>Replace familiar vocabulary in short sentences written from memory to create new sentences.</p> <p>Write several simple sentences containing an adjective to describe people, places, things or actions using a dictionary to manipulate familiar language and broaden description.</p>
Grammar Gender of nouns - definite and indefinite articles Singular and plural forms of nouns Adjectives (place and agreement)	<p>Recognise that nouns are either masculine or feminine</p> <p>Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles</p> <p>Understand that a plural noun will normally add an 's' but that this does not affect the pro</p>	<p>Apply masculine and feminine articles, with a degree of accuracy, to known nouns</p> <p>Understand that there is a plural version of the definite article (les) and the indefinite article (des)</p> <p>Understand that 'l' is used with singular nouns that begin with a vowel</p> <p>Apply knowledge of regular plural nouns with a degree of accuracy</p>	<p>Apply masculine, feminine and plural articles, with increased accuracy, to both known and new nouns</p> <p>Recognise that some nouns will have a different plural form</p> <p>Use a bi-lingual dictionary to find new nouns and adjectives</p> <p>Understand that most adjectives will follow the noun and begin to apply this to known language</p>	<p>Apply knowledge of gender to other parts of speech - e.g. prepositions, partitive article (du/de la/de l'/des)</p> <p>Apply knowledge of the variations in plural nouns with a degree of accuracy</p> <p>Apply the conventions of word order to nouns and adjectives with a degree of accuracy</p> <p>Understand that adjectives also have a plural form and</p>

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		<p>Use an adjective with 'c'est'</p> <p>Understand how to identify the gender of a noun in a bilingual dictionary</p>	<p>Understand that many adjectives have either a masculine or feminine form and this may affect the pronunciation of the word</p> <p>Understand that many adjectives will need to add an 'e' in the feminine form and begin to apply this to known nouns</p> <p>Recognise that some adjectives have alternative ways of forming the feminine agreement</p> <p>Understand that there is a different subject pronoun (il/elle) for masculine and feminine nouns</p> <p>Recognise that gender impacts on other parts of speech - e.g. prepositions, possessive pronouns</p>	<p>begin to apply to known language</p> <p>Apply knowledge of the regular feminine agreement of adjectives to both known and new language with a degree of accuracy</p> <p>Use a bi-lingual dictionary to check feminine adjectival agreement</p> <p>Begin to apply alternative feminine agreements Apply knowledge of singular masculine and feminine subject pronouns with a degree of accuracy</p>
<p>Grammar</p> <p>Conjugation of verbs</p>	<p>Understand the need for a verb to form a sentence</p> <p>Recognise that J' is the same as Je Begin to identify the pronoun and verb in simple first person sentences</p>	<p>Substitute verbs in the first person and select the correct form of the first person pronoun</p> <p>Recognise that there are 2 pronouns for You (Tu and Vous) and begin to understand why this is (formal/informal)</p>	<p>Understand the use of the third person singular pronouns (il/elle) to mean he, she and it</p> <p>Conjugate a known regular 'er' verb for 1st/2nd and 3rd person singular</p>	<p>Understand the use of the pronoun 'on' to mean we/one</p> <p>Recognise the pronouns 'nous', 'vous', 'ils', 'elles'</p> <p>Apply knowledge of conjugation to known and new regular 'er' verbs for the</p>

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	<p>Recognise the negative form (ne ... pas)</p>	<p>Understand that the spelling of a verb may change for different pronouns</p> <p>Build sentences using the verbal phrases 'c'est' and/or 'il y a'</p> <p>Identify the negative form (ne ... pas) in simple sentences and use in set phrases (e.g. je n'aime pas)</p>	<p>Apply the negative form (ne ... pas) to simple sentences</p> <p>Understand that not all verbs are regular and begin to notice the patterns of some high frequency irregular verbs* to find the infinitive of a verb</p> <p>Begin to use adverbs</p>	<p>1st/2nd and 3rd person singular</p> <p>Conjugate some high frequency irregular verbs for 1st/2nd and 3rd person singular</p> <p>Use an additional negative form (e.g. ne ... jamais, ne ... rien)</p> <p>Understand that a range of tenses are used in French but they don't always correspond to those found in English</p> <p>Understand that when using 2 verbs in a sentence, the second takes the infinitive form</p> <p>Begin to recognise patterns of adverb formation e.g. suffix 'ment'</p>
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Progression of key learning through KS2

Year 3		
<p>Autumn Term - All about me</p> <p>I can:</p> <p>Ask what is your name (Comment tu t'appelles ?) and respond in French. (Je m'appelle...)</p> <p>Ask how are you? (comment ça va ?) and respond in French.</p> <p>Count up to 10 and then 20 in French.</p> <p>Ask How old are you? (Quel âge as-tu ?) and respond. (J'ai ____ans.)</p> <p>I can talk about the tradition of Bonfire Night in France.</p>	<p>Spring Term - All about me</p> <p>I can:</p> <p>Recognise the 12 months of the year. janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre.</p> <p>Ask When is your birthday? (C'est quand ton anniversaire ?) and respond (Mon anniversaire est le ...) with the correct month.</p> <p>I know the 7 days of the week.</p> <p>I can use weather expressions to describe the weather.</p> <p>I can ask what the weather is like today (Quel temps fait-il aujourd'hui?) and respond (Il y a du soleil)</p> <p>I can name the seasons eg. En hiver,</p> <p>I can sing an alphabet song La chanson de l'alphabet</p> <p>I can name colours e.g rouge, vert, bleu.</p>	<p>Summer Term</p> <p>I can state:</p> <p>the names for a nuclear family including: la mere, le pere, le frere, la sœur</p> <p>the names for extended family members: l' oncle, la tante, le cousin, la grand-mere, la grand pere</p> <p>I can talk about how many brothers or sisters I have e.g. J'ai un sœur.</p> <p>I can describe my eye and hair colour.</p>

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<u>Progression of key learning through KS2</u>		
Year 4		
Autumn Term	Spring Term	Summer Term
<p>I know:</p> <p>the names for items of clothing e.g. des chaussettes (shoes), une chemise (shirt)</p> <p>I can say "I wear / I am wearing" Je porte e.g. Je porte un tee shirt</p> <p>When speaking, I can use colour adjectives with agreement e.g. I can say Je porte un bonnet rouge / Je porte des bottes jaunes</p> <p>I can listen to and show understanding of a story (The Prince's Underpants / Three Little Builder Pigs story)</p>	<p>I can name school items e.g. le crayon, la gomme, du papier.</p> <p>I state what is in my bag...Dans mon sac il y a un gomme.</p> <p>I can use the definite article for school items e.g. la gomme/le crayon.</p> <p>I can name some school subjects e.g. le francais, les maths.</p> <p>I can express likes and dislikes at school e.g. J'aime l'histoire mais J n'aime pas les maths.</p> <p>I can describe daily life in a French school and state differences with a school in Britain. I can recognise similarities and differences.</p> <p>When speaking I can use the 1st person possessive pronoun e.g. I can talk about mon timetable</p>	<p>I can use say the related vocab for days out camping, water park etc.</p> <p>I can express preference for different rides (+ adjectives)</p> <p>In conversation, I can use the present tense conjugation of aller. On va a l'aquarium.</p> <p>I can use present tense conjugation of the verb aller e.g. Je vais, Tu vas, On va</p> <p>I can describe animals with adjective agreement e.g. un requin bleu</p> <p>I can use use past tense verbs with aller</p> <p>I can write 6 phrases with an infinitive</p>

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Progression of key learning through KS2

Year 5		
<p>Space</p> <p>I can say where I live (town / country / continent / planet / solar system / galaxy e.g. <i>J'habite a Pimperne.</i></p> <p>I can write a sentence to describe where I live e.g. <i>J'habite en Europe.</i></p> <p>to say the planets and describe them simply with colour/ size adjectives e.g. <i>Neptune est un planet bleue</i></p> <p>to understand and use superlatives to describe some planets e.g. <i>La Terre est une grande planete</i></p>	<p>Food</p> <p>to name fruit e.g. <i>la banane, l'orange</i></p> <p>to express preferences for types of fruit using the phrase <i>J'aime ...</i></p> <p>to respond to the question, <i>Qu'est-ce que tu voudrais</i> (What would you like?)</p> <p>to learn the names of vegetables e.g. <i>un oignon, un chou-fleur.</i></p> <p>to learn sweet food and drink items and say I'm hungry / thirsty.</p> <p>to translate a song and fill in the missing words in French</p>	<p>Sport</p> <p>to learn Sports (that take the verb Jouer) and pronounce them accurately</p> <p>to learn to use a bilingual dictionary</p> <p>to learn Sports (that take the verb Faire) and pronounce them accurately</p> <p>to learn to use a bilingual dictionary</p> <p>to ask and answer question about sports/activity like and dislikes</p> <p>to choose Jouer or Faire for each sport or activity</p> <p>to conjugate Jouer using 1st, 2nd, 3rd</p> <p>to choose Jouer or faire for each sport or activity</p> <p>to conjugate Faire using 1st, 2nd, 3rd</p>

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Progression of key learning through KS2

Year 6

to say what type of area you live in - town / village / country / seaside e.g.

J'habite dans un village/au bord de la mer

to say what type of property you live in and describe it e.g. *J'habite en maison*

to ask and answer questions about the method of transport people take to school e.g. *Je vais à l'école à pied.*

to identify a range of question words e.g. *Quand?*

To ask a question using a question word e.g.

Qu'est-ce que c'est? (What is it?)

Quel âge as-tu? (How old are you?)

to identify and say the typical shops around a town

to use the correct spelling, pronunciation and conjugation of "aller"

to learn key vocabulary for types of homes e.g.

un maison, un chateau

to learn room and place names in the house e.g.

la salle à manger, la petite chambre.

to learn to say 'where is?' and 'in' a room. *Où*

est ?

Dans....

Special occasions

Easter
vocabulary
and
traditions

to learn vocabulary and
traditions in the target
language country.

Pancake day
vocabulary
and
traditions

to learn vocabulary and
traditions in the target
language country.

to learn about places of work

to listen to a bilingual story and learn 10 jobs

to express what you want to be when you grow up

to learn more jobs and learn a song

Le 14 juillet	Bastille day vocabulary and traditions	to learn vocabulary and traditions in the target language country.
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<p>to use au / à la / à l' / aux correctly to identify and say the leisure facilities around a town</p> <p>Special occasions and traditions</p> <table><tr><td>To learn about “fireworks” including colours and weather vocabulary in the target language country.</td></tr><tr><td>to learn vocabulary and traditions in the target language country.</td></tr></table>	To learn about “fireworks” including colours and weather vocabulary in the target language country.	to learn vocabulary and traditions in the target language country.		
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