

HALLSVILLE PRIMARY SCHOOL – FRENCH

YEAR 3

Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills

Skill and Progression Statement	Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> Recognise a familiar question and respond with a simple rehearsed response. Develop accuracy in pronunciation by listening to and repeating words and phrases. Identify and use strategies for memorising new vocabulary. 	<ul style="list-style-type: none"> I can greet someone and say my name and how I am I can ask for food and drinks at breakfast.
Writing	<ul style="list-style-type: none"> Can read and show understanding of familiar single words and choose the correct word to match a picture. Can copy simple vocabulary. Some children can write single words from memory, with plausible spelling. 	<ul style="list-style-type: none"> I can count to 12 I can name members of my immediate family and introduce them
Appreciation	<ul style="list-style-type: none"> Appreciate that French people greet each other using Sir/Madam, and routinely ask others how they are Appreciate how Christmas/La Chandeleur/Easter are celebrated in France Develop an appreciate of different food eaten in France Appreciate and join in with traditional French songs and rhymes 	<ul style="list-style-type: none"> I recognise plural nouns

Learning Objectives, Key Vocabulary and Links for the year broken into half-terms

onTerm	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1: Greetings, colours, numbers to 10, classroom instructions French breakfast	To greet someone and say my name and whether I'm a boy or girl To ask politely for items of food and drink for breakfast in France. Colours of French flag To follow simple classroom instructions (listen/look/stand/sit)	Bonjour Monsieur/Madame/Mademoiselle, comment ça va? – Hello Sir/Madam/Miss, how are you? Je m'appelle – I'm called ... Je suis un garçon/une fille – I'm a boy/girl Je voudrais – I would like Un croissant – a croissant Un pain au chocolat – chocolate filled pastry Une baguette - French bread Le beurre – the butter Le miel – the honey Voilà – there you are Merci – thank you Le Tricolore: bleu / blanc / rouge – blue, white, red	
Assessment Question: Can I order a French/continental breakfast?			

Autumn 2: Myself and my family	Can I introduce my immediate family?	J'ai – I have Je suis – I am un père – father une mère – mother une soeur – sister un frère – brother	
Assessment Question: Can I say my age and name members of my immediate family?			
Spring 1: Parts of the body	Can I respond to the question “How old are you?” To name parts of my body. To use parts of the body and numbers up to 10 to describe a monster To join in with the actions and words of a traditional French song (Alouette) Can I form a plural?	Quel âge as-tu? How old are you? J'ai sept ans – I am 7 years old J'ai huit ans – I am 8 years old La tête – the head Les bras – the arms Les mains – hands Les jambes – legs Les pieds – feet Numbers 1-10 J'ai 2 mains – I have 2 hands	
Assessment Question: Can I name parts of the body, and form a plural by adding “s” to a noun			
Spring 2: Clothes	To name 4-6 items of winter clothing in French To use colour adjectives To join in with words and actions of French song “oh là là, il fait froid”	Je mets – I put on Je porte – I wear Il fait froid – it's cold Un bonnet – a hat Un manteau – a coat Un pullover – a jumper Un pantalon - trousers Une écharpe – a scarf Les gants - gloves	
Assessment Question: To say what I wear in winter			
Summer 1: Pets	To name 4 – 6 pets in French. To use colour adjectives say if I have or don't have a pet. To use adjectives to say what colour/size the animals are.	J'ai – I have Je n'ai pas – I don't have Qu'est-ce que c'est? – What is it? C'est - It is Un chat – a cat Un lapin – a rabbit Un poisson – a fish	

		Un chien – a dog Un hamster – a hamster Une souris - a mouse Grand – big Petit – small Noir, blanc, marron, gris, orange – black, white, brown, grey, orange	
Assessment Question: Can I say if I have a pet and describe it?			
Summer 2: Fruits	Can I name 4-6 different fruits? Can I say what colour they are? Can I recognise numbers to 20? Can I answer questions to say which fruit I like or don't like?	Je voudrais - I would like C'est combien ? – How much is it ? Une fraise = a strawberry Une banane = a banana Une pomme = apple Une orange = an orange Une poire – a pear Est-ce que tu aimes...? Do you like..? J'aime / je n'aime pas – I like/don't like	
Assessment Question: Can I say which fruit I like or don't like?			

YEAR 4 Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills			
Skill and Progression Statement		Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and giving a verbal response. Produce short prepared phrases on a familiar topic with secure pronunciation eg describing the weather Ask and answer several simple and familiar questions with a rehearsed response 		<ul style="list-style-type: none"> I can name some transports and say how I go to school. I can say when my birthday is. I can talk about the weather I can name parts of the body and describe myself.
Writing	<ul style="list-style-type: none"> Can write simple words and familiar short phrases using vocabulary and sentence models that they have first practised orally Children use understandable spelling. 		
Appreciation	<ul style="list-style-type: none"> Appreciation of local shops in a French town and how many French people shop locally in markets 		

	<ul style="list-style-type: none"> Appreciation of how La Chandeleur, Christmas, Epiphany, Easter are celebrated in France 		<ul style="list-style-type: none"> I can name some shops around town and ask for items of food. I can count to 40.
Learning Objectives, Key Vocabulary and Links for the year broken into half-terms			
Term	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1 Transport and days of the week	Can I say where I live? Can I say how I travel to school? Can I say the days of the week? Can I join in with the words and actions of a song about how I get to school? Can I form a simple question by inverting the subject and verb of a sentence (do you have...)?	J'habite à Londres – I live in London Je vais à l'école - I go to school en bus - by bus en métro – by tube à pied - on foot à vélo - by bike en voiture – by car Combien – how many? Il y a –there is/there are Tu as – you have As-tu? - Do you have? lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche – days of the week	
Assessment Question: Can I say how I travel to school on different days of the week and say if I have a bike or not?			
Autumn 2 Weather and months of the year	Can I describe the weather? Can I say the date? Can I say when my birthday is? Do I know numbers to 31?	Quel temps fait-il? What's the weather like? Il fait chaud – it's hot Il fait froid – it's cold Il pleut – it's raining Il neige – it's snowing C'est quand ton anniversaire? When is your birthday? Mon anniversaire est en ... My birthday is in.. Janvier, février, mars, avril, mai, juin, juillet, août, Septembre, octobre, novembre, décembre (months of the year)	
Assessment Question: Can I say when my birthday is, and describe the weather?			
Spring 1 Physical appearance	Can I name parts of the body and describe my physical appearance?	J'ai les cheveux longs – I have long hair J'ai les cheveux courts – I have short hair	<ul style="list-style-type: none"> Review and build on body vocabulary introduced in Year 3, and add

		J'ai les cheveux blonds/bruns/roux/noirs – I have blond/brown/red/black hair J'ai les yeux verts/marron/bleus – I have green/brown/blue eyes	adjectives to describe eye colour, and hair colour and length
Assessment Question: Can I name parts of my body and describe my hair and eyes?			
Spring 2 Where I live and My home	I can say whether I live in the town/countryside/by the sea I can name several rooms in my house I can say which room members of my family are in	J'habite en ville – I live in town J'habite à la campagne - I live in the country La maison – the house L'appartement – flat La cuisine – kitchen La chambre – bedroom La salle de bains – bathroom Où est...? Where is? Dans In Ma mère est dans la cuisine – My mother is in the kitchen	<ul style="list-style-type: none"> Build on family vocabulary introduced in year 3
Assessment Question: Can I name rooms of my house and say who is in which room?			
Summer 1 Shops	I can name a few shops and places around the town	En ville - in town Il y a – There is Il n'y a pas – there is not une boulangerie – a bread shop une poissonnerie – a fishmonger un marché – a market une pâtisserie – a cake shop une charcuterie – a delicatessen	
Assessment Question: Can I name up to 4 shops that I might find in a French town, and say what shops there are or are not in my town?			
Summer 2 Buying food for a picnic	I can choose and ask for food for my picnic at several different shops around the town, Using numbers up to 40	Vous désirez? What would you like? Pour mon pique-nique – for my picnic Je voudrais – I would like J'achète – I buy Une baguette - a French loaf Le beurre – butter Le saucisson – French sausage Le fromage – cheese Le pâté - paté	<ul style="list-style-type: none"> Revise and build on food and fruit vocabulary covered in Year 3

		Des fraises – strawberries Des cerises – cherries Une glace à la fraise – a strawberry ice cream Une glace au chocolat – a chocolate ice cream C'est combien? - How much is it?	
Assessment Question: Can I choose and buy food and drink for my picnic?			

YEAR 5			
Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills			
Skill and Progression Statement		Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> Begin to show understanding of more complex sentences in authentic conversation, picking out specific vocabulary Children can ask and answer familiar questions on the current topic. Can produce some short phrases independently (with written support) within a familiar topic, with good pronunciation. Children can recognise spelling patterns and accurately pronounce some unfamiliar words. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can say which sports and activities I do I can order food in a restaurant. I can express my likes and dislikes in music, sports and food I can name parts of the body, describe someone's appearance, and say how I feel (ailments and injuries) I can count to 60.
Writing	<ul style="list-style-type: none"> Can write words, phrases and short simple sentences from memory with understandable spelling and accuracy. Can write compound sentences using conjunctions (because, but, and) 		
Appreciation	<ul style="list-style-type: none"> An appreciation of important French sporting events such as Le Tour de France An appreciation of French food and what might be eaten at each meal in France Recognising the importance of certain famous landmarks in Paris 		
Learning Objectives, Key Vocabulary and Links for the year broken into half-terms			
Term	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1 Sports and hobbies	<p>I can say which sports and hobbies I do or don't do.</p> <p>I can say which activities I like or don't like.</p>	<p>Je joue au – I play Je ne joue pas – I don't play</p> <p>Je fais de – I do Je ne fais pas - I don't do</p> <p>Le foot/le rugby/le tennis/la natation/la danse/l'équitation/le patinage</p>	

		Football, rugby, tennis, swimming, dancing, riding, skating J'aime / je n'aime pas / j'adore / je déteste / je préfère – I like, don't like, love, hate, prefer	
Assessment Question: I can express my likes and dislikes in sport and say which sports I do or don't do			
Autumn 2 Seasons and what I wear	I can name the 4 seasons I can describe the weather in each season I can say what I wear in each season	Le printemps/l'été/l'automne/l'hiver/ – Spring, Summer, Autumn, Winter Je porte / je ne porte pas - I wear, I don't wear Quand il fait froid, je porte un manteau – when it's cold, I wear a coat.	<ul style="list-style-type: none"> • Science – link to seasonal changes and weather • Build on knowledge describing the weather from Year 4 and clothes introduced in Year 3
Assessment Question: Can I name the 4 seasons and say what I'm wearing?			
Spring 1 Music and Instruments	I can say if I play or don't play an instrument. I can say if a member of my family plays an instrument.	Je joue / je ne joue pas – I play/don't play Je joue de la guitare/de la flûte/du piano/du saxophone/de la batterie – I play the guitar, flute, piano, sax, drums Je ne joue pas – I don't play Ma mère/mon père/ma soeur/mon frère joue... My mum, dad, brother, sister plays...	<ul style="list-style-type: none"> • Build on family vocabulary introduced in year 3 and year 4.
Assessment Question: Can I take part in a prepared interview asking whether someone plays an instrument and about their music preferences			
Spring 2 Meals and what I eat or don't eat	I can name the different meals of the day. I can say what I eat or don't eat at each meal. I know what might be eaten at each meal in France. I can ask politely for a drink.	Le petit-déjeuner – breakfast Le déjeuner – lunch Le goûter – tea/snack Le dîner – dinner Je mange / je ne mange pas – I eat/don't eat Les français mangent – French people eat... Je voudrais – I would like Un jus d'orange – an orange juice Un chocolat chaud – a hot chocolate	<ul style="list-style-type: none"> • Healthy eating • Build on food vocabulary introduced in Year 3 and Year 4.
Assessment Question: Can I name the different meals of the day and give at least two items of food that might be eaten at each meal?			
Summer 1 My body, physical descriptions and going to the doctor	I can name parts of the body. I can describe my physical appearance and that of someone else.	les cheveux longs/courts –long/short hair les yeux bleus/marron/noirs – blue/brown/black eyes J'ai / Il a / elle a – I have / he has/she has Je suis / il est / elle est – I am/he is/she is	

		<p>J'ai mal à la tête – I have a headache J'ai mal aux oreilles – I have an earache J'ai mal au pied – my foot hurts J'ai mal au dos – my back hurts Qu'est-ce que tu as aujourd'hui? - what's wrong with you today?</p>	
Assessment Question: Can I describe myself and someone else, and can I say how I feel?			
<p>Summer 2 My home, bedroom and action verbs</p>	<ul style="list-style-type: none"> • Can name the rooms of the house • Can describe my bedroom • Can say what my family and I do around the house 	<ul style="list-style-type: none"> • Dans ma chambre, il y a – in my bedroom there is .. • Je lis un livre – I read a book • Je mange mon dîner – I eat my dinner • Je bois de l'eau – I drink water • J'écoute de la musique dans ma chambre – I listen to music in my room • Je dors dans mon lit – I sleep in my bed • Mon frère regarde la télé dans le salon– My brother watches TV in the sitting room 	<ul style="list-style-type: none"> • Review and build on house/home vocabulary covered in Year 4 • Review family vocabulary covered in Year 3
Assessment Question: Can I describe my bedroom and say what my family and I do at home?			

<p align="center">YEAR 6</p> <p align="center">Progression Statements, Links to National Curriculum and Automaticity for the year broken into skills</p>			
Skill and Progression Statement		Links to National Curriculum	Automaticity
Speaking and Listening	<ul style="list-style-type: none"> • Can understand a short passage made up of familiar words and basic phrases. • Can ask and answer simple questions on a few familiar topics, engaging in short scripted or improvised conversations 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can talk about my daily routine using time. • I can express my opinions about
Writing	<ul style="list-style-type: none"> • Children can write a short simple text from memory, using simple sentences from one familiar topic with reasonable spelling 		

	<ul style="list-style-type: none"> • Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. • Can apply the rules of the agreement of adjectives in the singular and plural with some accuracy 		<p>subjects at school and name the contents of my school bag.</p> <ul style="list-style-type: none"> • I can name European and French speaking countries and major towns in France • I can say what I pack in a suitcase for holidays and what I do at the beach. • I can count in tens to 100.
Appreciation	<ul style="list-style-type: none"> • Show appreciation of important French Cultural events such as Bastille Day (Le 14 Juillet), and have an understanding of the historical events connected to this annual celebration 		

Learning Objectives, Key Vocabulary and Links for the year broken into half-terms

Term	Learning Objectives	Key Vocabulary	Links across years and the curriculum
Autumn 1 : In my school bag	<p>I can describe the contents of my school bag. I can ask for something I need. I can use adjectives correctly, applying the rules of agreement of adjectives in the singular and plural. I can use prepositions to say where something is. I can follow classroom instructions. I can form a plural</p>	<p>Dans mon sac, il y a – in my bag, there is.. Une trousse – a pencil case Un cahier – an exercise book Un crayon – a pencil Un stylo – a pen Une gomme – a rubber Est-ce que je peux avoir ...? Can I have ... Colours Ouvrez les cahiers – open your books Posez les crayons – put your pencils down Levez la main – hands up Asseyez-vous – sit down Sur/sous/devant/derrière/dans – on, under, in front of, behind, in.</p>	
Assessment Question: Can I name and describe the contents of my school bag and ask for something?			
Autumn 2 School subjects and expressing preferences	<p>I can name up to 8 school subjects I can say which subjects I like or don't like I can justify my opinions.</p>	<p>J'aime/je n'aime pas/j'adore/je déteste – I like/don't like/love/hate.. Les sciences – science Les mathématiques – maths</p>	

		L'histoire – history La géographie – Geography Le dessin – art La musique – music Le sport – sport Le théâtre – drama Parce que – because, mais – but, et - and C'est intéressant – it's interesting C'est facile – it's easy C'est difficile – it's hard C'est amusant – it's fun C'est ennuyeux – it's boring	
Assessment Question: Can I say which school subjects I like or don't like, and say why?			
Spring 1: My daily Routine	I can describe my daily routine I can say at what time I get up/go to bed using whole hours and half past I can ask someone questions about their day.	Je me lève – I get up Je me douche – I shower Je vais à l'école – I go to school Je mange mon dîner – I eat dinner Je me couche – I go to bed À quelle heure...? At what time..? À sept heures – at 7 o'clock À huit heures et demie – at half past 8	
Assessment Question: Can I answer questions about my daily routine?			
Spring 2: At the restaurant	I know how to reserve a table at a restaurant, saying what day, what time, how many people. I can order a meal and recognise different French dishes I can ask for the bill. I can use numbers up to 60	Je voudrais réserver une table – I'd like to book a table Pour 4 personnes – for 4 people L'entrée – starter Le plat principal – main course Le dessert – dessert L'addition, s'il vous plait – the bill please	Healthy eating Build on food vocabulary introduced in Years 3, 4 and 5
Assessment Question: Can I reserve a table in a restaurant and order a meal from a menu?			
tSummer 1: European countries and travel	I can recognise the names of European countries. I can say how I would travel to get there. I can ask for and understand simple directions to the station/airport/port.	Je vais en France – I'm going to France Je vais en Italie – I'm going to Italy Je vais en Belgique – I'm going to Belgium En avion / en train/en voiture/en ferry – by plane/train/car/ferry	Build on Transport vocabulary introduced in Year 4

		Où est ...? Where is? Le port / la gare / l'aéroport – the port/train station/airport L'hôtel, le restaurant, les magasins – hotel, restaurant, shops À gauche/à droite/tout droit On the left/right/straight on Je ne sais pas – I don't know	
Assessment Question: Can I say where I am going and how I will travel, and ask for simple directions?			
Summer 2: A trip to the beach	I can say how I get to the beach I can say what I take to the beach. I can say what I do at the beach. I can talk about "Le 14 Juillet"	Je vais à la plage à vélo – I'm going to the beach by bike J'ai une serviette/un maillot de bains/la crème solaire – I have a towel, costume, sun cream Je nage dans la mer – I swim in the sea Je mange une glace – I eat an ice cream Je mets de la crème solaire – I put on sun cream Jour de la Bastille – Bastille day La Révolution Française – the French Revolution	<ul style="list-style-type: none"> Consolidate transport vocabulary introduced in Y4
Assessment Question: Can I talk about and write about a trip to the beach?			

TOPICS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH Y3	French breakfast food and drink	My family	Naming Parts of the body	Clothes	Pets	Fruit
FRENCH Y4	Transport, days of the week	Weather, months of the year	Parts of the body and describing my physical appearance	Where I live, my home	Shops	Buying food and drink for a picnic
FRENCH Y5	Sports and hobbies Likes and dislikes	The 4 seasons, weather, months and saying what clothes I wear at	Music styles and instruments, expressing preferences	Meals and what I do or don't eat and drink	My body, describing others, how I feel (going to the doctor's)	Describing my home, bedroom and saying what I do at home, in my room

		different times of the year		Forming a negative phrase		
FRENCH Y6	School life in France, contents of my school bag, agreement of adjectives	School subjects, expressing and justifying preferences	My Daily Routine, (reflexive verbs), adverbs of time	At the Restaurant, booking a table and ordering a meal	European countries, travel, getting around town, asking for and giving directions	Packing for a beach holiday, and what I do on holiday