



NORTHSIDE French Overview

	Year 3	Year 4	Year 5	Year 6
	Knowledge			
Vocabulary	<p style="text-align: center;">Autumn term</p> <p>I am Learning</p> <ul style="list-style-type: none"> France - Intercultural understanding Greetings – eg. bonjour, salut, au revoir How are you? - ça va? ça va bien, ça va mal Names – je m'appelle Colours – rouge, bleu, noir, blanc Numbers 1-12 e.g. un, deux, trois <p>Animals</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten animals with correct articles – un lapin, un cochon, une vache Use and become familiar with high frequency 1st person verb 'je suis' I am <p style="text-align: center;">Spring term</p> <p>Instruments</p> <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments with the correct definite article Learn to say and write 'I play an instrument' using high frequency 1st person regular verb 'je joue' <p>Little Red Riding Hood</p> <ul style="list-style-type: none"> Listen to a fairy tale in French Use picture and word cards to recognise key vocabulary - la forêt, une maison, les parents Learn some body parts: les yeux, les oreilles, la bouche <p style="text-align: center;">Summer term</p> <p>I am Able To</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs Form positive and negative sentences with 'je peux' (I am able) and 'je ne peux pas' Form more complex sentences using conjunctions 'et' (and) / 'mais' (but) <p>Fruits</p> <ul style="list-style-type: none"> Name, recognize and try to spell up to 10 fruits Ask someone if they like a fruit – tu aimes les fraises? Say what fruits they like and dislike – j'aime les cerises, je n'aime pas les bananes 	<p style="text-align: center;">Autumn term</p> <p>Presenting Myself</p> <ul style="list-style-type: none"> Revise greetings, asking someone's name, and how they are. Count up to 20 – onze, douze, treize How old are you? J'ai sept ans Where do you live? – j'habite a Londres Nationalities – je suis anglais(e) <p>At The Tearoom</p> <ul style="list-style-type: none"> Recall items of food and drink Asking for food/drink with 'and' - je voudrais une crepe et un jus d'orange s'il vous plait Asking for the bill – L'addition s'il vous <i>plait</i> French money - cinquante euros, merci. <p style="text-align: center;">Spring term</p> <p>The date</p> <ul style="list-style-type: none"> Days of the week - lundi, mardi Months - janvier, fevrier, mars Numbers 13-31 - treize, quatorze, quinze Dates - mardi 2 juin Birthdays – Quelle est la date de ton anniversaire? Mon anniversaire est le... <p>My Family</p> <ul style="list-style-type: none"> Family members – j'ai un pere, une mere, un frere, j'ai deux soeurs Count up to 100 to say the age of family members- trente, quarante, cinquante Learn to use mon, ma, mes for my Use 1st and 3rd person for avoir and s'appeler <p style="text-align: center;">Summer term</p> <p>In the Classroom</p> <ul style="list-style-type: none"> Classroom objects – e.g.un stylo, une regle, Replace un with mon, une with ma (possesive) Say and write what they have / don't have - j'ai un crayon, je n'ai pas de livre <p>Pets</p> <ul style="list-style-type: none"> Recognise and spell 8 pets with correct article Ask if someone has a pet and respond – j'ai / je n'ai pas de chat Tell someone the name of their pet – il s'appelle Use conjunctions - J'ai un chien mais je n'ai pas de chat. 	<p style="text-align: center;">Autumn term</p> <p>Weather</p> <ul style="list-style-type: none"> Vocabulary - il pleut, il y a du soleil, il fait beau Reading and listening exercises Maps and forecasts – dans le nord de la France, il y a du vent Presentation <p>My Home</p> <ul style="list-style-type: none"> Recognise and spell 10 rooms in a home Say if they live in a house or flat and where Tell someone the name of their pet – il s'appelle Say rooms they have/don't have – Chez moi, il y a un salon mais il n'y a pas de garage <p style="text-align: center;">Spring term</p> <ul style="list-style-type: none"> Write pen pal letters to French children writing about their family, pets and homes <p>Body parts</p> <ul style="list-style-type: none"> Learn body parts and articles Learn adjectival agreement – feminine and plural colour adjectives – blanc/blanche. Invent and describe monsters with multiple colourful body parts - le monstre a trois yeux rouges et dix jambes bleues <p>Habitats</p> <ul style="list-style-type: none"> Learn what plants/animals need in their habitat. Learn names of 5 common habitats and 5 animals and 5 plants that live in them. Learn to use verbs 'pousser' to grow and 'habiter' to live - Les algues poussent dans l'océan. L'ours blanc habite dans l'Arctique. <p style="text-align: center;">Summer term</p> <p>The Olympics</p> <ul style="list-style-type: none"> Learn 10 key Olympic sports with articles. Form positive and negative sentences using the verb faire (to do) in French. Use gendered nouns to describe Olympians. <p>World War II</p> <ul style="list-style-type: none"> Decode texts in French and improve listening and reading skills. Name countries & languages involved in WW2. Write a letter using new language, describing the contrast of city and country life in WW2. 	<p style="text-align: center;">Autumn term</p> <p>Clothes</p> <ul style="list-style-type: none"> Learn vocabulary – une jupe, un pull, un manteau, une echarpe Conjugate the verb Porter (To wear) - tu portes, ils portent Describe clothes for different weather – je porte une echarpe quand il neige <ul style="list-style-type: none"> Read The Two Frogs comic in French Write own comic, using a template, with adjectives in correct place, that agree with gender, singular and plural. Read The Hungry Caterpillar in French Write own story about a hungry animal using descriptive language and adjectival agreement <p style="text-align: center;">Spring term</p> <ul style="list-style-type: none"> Revise introductions – je m'appelle, j'ai onze ans, mon anniversaire est le..., j'habite à Londres Write pen pal letters - name, age, where I live, brothers and sisters, and clothes they wear <p>At School</p> <ul style="list-style-type: none"> Learn vocabulary for school subjects. Say what subjects they like and dislike and why – J'aime le francais parce que c'est interessant. Learn to tell the time and when subjects are in school – e.g. Le maths est à dix heures. <p>Healthy lifestyle</p> <ul style="list-style-type: none"> Healthy and unhealthy food and drink – du lait écrémé, du pain complet, de la viande rouge Healthy and unhealthy activities – je ne regarde pas la television, je fais des promenades Describe how they keep a healthy lifestyle <p style="text-align: center;">Summer term</p> <p>Le Weekend</p> <ul style="list-style-type: none"> Telling the time – e.g. il est deux heures et demi Activities – e.g. je fais du judo, je mange mon petit dejeuner Use connectives e.g. finalement, apres, aussi Write pen pal letters – describe healthy habits and what they do at the weekend, at what time Presentations French festivals - La Galette de Rois, Bastille Day

RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

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	Skills			
Speaking	<p>Recognise and imitate basic phonic sounds – e.g.. en/an, e, oi and silent letters.</p> <p>Recall and read aloud simple words, phrases and short sentences with some successful pronunciation.</p> <p>Ask and answer simple pre-learned questions from memory.</p>	<p>Respond to a range of simple questions and give basic information e.g. I can dance, my name is</p> <p>Substitute one element in a simple phrase or sentence to vary the meaning e.g. the noun.</p> <p>Produce short pre-prepared phrases on a familiar topic, with decent pronunciation.</p> <p>Pronounce all single letter sounds.</p> <p>Show an awareness of some grapheme sounds e.g. en/an, oi, e, eau, ai.</p> <p>Be clearly understood.</p>	<p>Ask and answer simple questions on the current topic e.g.. my home, describing habitats, body parts</p> <p>Adapt models to give own information, including simple questions, substituting individual words.</p> <p>Produce some short phrases within a familiar topic, with secure pronunciation.</p> <p>Pronounce various phonic sounds.</p>	<p>Ask and answer simple questions on a few familiar topics, including expressing opinions and responding to those of others.</p> <p>Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>Pronounce a range of phonic sounds accurately.</p>
Listening	<p>Understand basic words, phrases and short sentences- including a story and some everyday classroom language e.g. teacher instructions and praise words.</p>	<p>Understand a range of familiar spoken words and short phrases e.g. my name, age, greetings, how you are feeling.</p>	<p>Understand the main points of a short, spoken passage made up of a few familiar words and phrases e.g. describing pets, family members</p>	<p>Understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly e.g. about weekend activities, healthy eating and clothes.</p>
Reading	<p>Recognise and read some familiar written words and short phrases e.g. from stories and songs, the date.</p> <p>Use the visual cues and context to understand the main points of a short text.</p> <p>Use a word list to locate specific words.</p>	<p>Read and understand a range of familiar written phrases.</p> <p>Show an awareness of sound patterns by reading aloud familiar words and phrases.</p> <p>Use visual cues to help with understanding main points from a short written text.</p>	<p>Read short phrases aloud that contain mostly familiar language.</p> <p>Understand familiar words and simple sentences.</p> <p>Understand main points from a short simple text.</p>	<p>Read words and phrases aloud applying a range of phonics knowledge.</p> <p>Understand a text made up of short sentences with familiar language.</p> <p>Spot new words in a text made up of familiar material and use surrounding words to guess their meaning.</p> <p>Use a bi-lingual dictionary or word list to look up unknown words.</p>
Writing	<p>Use classroom prompts (such as displays and vocabulary books) as an aid to spelling.</p> <p>Experiment with writing some familiar words from memory.</p>	<p>Use a word list to check the spelling of a word.</p> <p>Write simple words and several short phrases with support e.g. from a model.</p> <p>Begin to spell some commonly used words correctly from memory.</p>	<p>Write high-frequency words, some phrases and short simple sentences with understandable spelling.</p> <p>Change various single elements in sentences (e.g. nouns or adjectives) to create new sentences.</p> <p>Create complex sentences (with the support of a frame).</p>	<p>Write single words with understandable spelling.</p> <p>Write simple sentences from a familiar topic with reasonable spelling.</p> <p>Write sentences on a few topics using a model, a writing frame or sentence starters.</p> <p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>

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Grammar	<p>Recognise and use indefinite singular articles with masculine and feminine nouns.</p> <p>Recognise and use regular plural nouns.</p>	<p>Use the connectives 'and' and 'but'.</p> <p>Use J'ai (1st person Avoir) and Je voudrais (1st person Vouloir)</p> <p>Use the definite article with negative verbs e.g. j'ai un stylo, je n'ai pas de livre.</p>	<p>Make verb forms negative.</p> <p>Use indefinite and definite articles in singular and plural.</p> <p>Apply some consistency in using grammatical rules, understanding how sentence forms differ or are similar to English.</p> <p>Understand that verb ending changes depending on the pronoun and use some different verb endings for avoir, pousser, habiter.</p>	<p>Use correct articles for gender, singular and plural, using knowledge of patterns learnt, with admissible frequent errors.</p> <p>Attempt to use verbs 'to be' and 'to have' in different contexts, still with some errors.</p> <p>Can use subordinating connectives, e.g. 'because', but, and.</p>
Intercultural Understanding	<p>Countries that surround France, countries where people speak French, cultural differences between France and UK regarding festivals celebrated.</p>	<p>Cultural differences between France and UK regarding money, food, meal times.</p> <p>Countries that use the Euro and some history surrounding the Euro.</p>	<p>Countries involved in the Olympics and history of the Olympic games.</p> <p>Reading letters from pen pals, noticing differences in their handwriting and similarities and differences in their hobbies.</p>	<p>Learning about some French festivals such as La Galette de Rois, Le Poisson d'Avril, Bastille Day, Le Bluet.</p> <p>French Day – playing French game of Boules, discovering French artists and their paintings, Parisian landmarks, tasting French food, singing French songs.</p>
Assessments	<ul style="list-style-type: none"> • Basic French – greetings, numbers, colours • Little Red Riding Hood – story and body parts 	<ul style="list-style-type: none"> • Classroom Objects • French Café – food likes and dislikes • Weather - forecasts 	<ul style="list-style-type: none"> • Describing Pets – colour and size • Presentations 	<ul style="list-style-type: none"> • Clothes • The Weekend • Healthy Lifestyle

UN Rights of a Child:

Article 28- Every child has the right to an education.

Article 29- Children's education should help them fully develop their personalities, talents and abilities.

Article 30-Children have the right to use their own language, culture and religion.