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| Subject | **French** |
| Y3&4Cycle A | **Autumn****Through The Ages** | **Spring****Rocks, Relics and Rumbles** | **Summer****Emperors and Empires** |
| + Unit | ***Presenting Myself*** | ***In the classroom*** | ***Ancient Britain*** | ***Fruits*** | ***Little Red Riding Hood*** | ***At the cafe*** |
| Y3  | Count to 15. Say how we are feeling, how old we are, what our name is and where we live.  Begin to identify adjectival agreement when saying our nationality. |  Recall from memory a selection of nouns for common classroom objects.  Describe what we have in our pencil case.Respond to simple classroom commands | Name in French, some key periods of ancient Britain. Say in French three of the types of people who lived in ancient Britain.  Remember accurately from memory and use the French for ‘I am’ (je suis). | Name, recognise and remember up to 5 fruits in French.Attempt to spell some of these nouns correctly.Say what fruits we like in French. |  Sit and listen to a familiar story being told in French.Learn to use picture and word cards to recognise and help learn new language. Remember 5 parts of the body in French. | Order a selection of typical foods and drinks from a French menu. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as’ hello’, ‘can I have…’, ‘please’ and ‘thank you’. |
| Y4 | Count to 20Ask somebody how they are feeling, their age, name and where they live.Apply rules of adjectival agreement when saying our nationality. | Recall from memory a selection of nouns and indefinite articles for common classroom objects.  Learn how to use the negative in French. Describe what we have and do not have in our pencil case.Respond to simple classroom commands | Name in French, the six key periods of ancient Britain, introduced in chronological order.Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.Remember accurately from memory and use the French for ‘I am’ (je suis), ‘I have’ (j’ai) and ‘I live’ (j’habite). | Name, recognise and remember up to 10 fruits in French.Attempt to spell some of these nouns with their correct article/determiner.Ask somebody in French if they like a particular fruit.• Say what fruits we like and dislike in French. | Sit and listen to a familiar story being told in French and identify known vocabulary. Learn to use picture and word cards to recognise and help retain new language.Remember key parts of the body in French | Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.Perform a role play ordering food, drink and/or snacks in a French café using useful language such as’ hello’, ‘can I have…’, ‘the bill please’, ‘thank you’ and ‘goodbye’. |
| Y5&6Cycle A | **Autumn****Dynamic Dynasties** | **Spring****Sow Grow and Farm** | **Summer****Groundbreaking Greeks** |
| + Unit | ***At school*** | ***Healthy lifestyle*** | ***My family*** | ***Do you have a pet?*** | ***Olympics*** | ***At the weekend*** |
| Y5  | Name 5 subjects we study in school in French attempting to use the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects.• Start to tell the time in French. • Say at what time we study certain subjects at school to the hour. | Say and write what we eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape• Follow a simple, healthy recipe in French using pictures and flashcards to support. | Remember the nouns for 5 family members in French from memory. • Describe our own or a fictitious family in French by name and relationship. • Count to 70 in French. • Understand possessive adjectives better in French (‘my’ form only). | Know the nouns and indefinite articles for 5 common pets. Say in French what pet we have and give our pet’s name. • Start to recognise the use of simple connectives et (and) and mais (but). | Understand some facts of the ancient and modern Olympics recounted in French.  Learn 6 nouns and articles for common Olympic sportsExplore the conjugation of the high frequency verb FAIRE.  Look at the adjectival changes involved when you describe a male Olympian or female Olympian. | Tell the time in French to the hour and half past.Say and write in French what we do at the weekend in a sentence. Integrate opinions into written and spoken work to extend sentences. |
| Y6 | Name the subjects we study in school in French with the correct definite article/determiner.  Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour.Say at what time we study certain subjects at school. | Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French | Remember the nouns for family members in French from memory.Describe our own or a fictitious family in French by name, age, and relationship.Count to 100 in French.Understand possessive adjectives better in French (‘my’ form only) and apply when speaking and writing. | Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet’s name.  Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. | Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sportsExplore the full present tense conjugation of the high frequency verb FAIRE.Apply adjectival agreement involved when you describe a male Olympian or female Olympian. | Tell the time in French using quarter past, half past and quarter to.Say and write in French what we do at the weekend using two or more sentences.Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. |