

Overview of French topics taught in Key Stage Two				
	Year 3		Year 4	
Autumn 1	<u>Getting to know you</u> Hello What's your name How are you Goodbye Number 0-10 How old are you	<u>Key knowledge/ skills:</u> Say hello and goodbye. Introduce themselves. Say if they are feeling good/ bad/ so-so. Count to 10. Say how old they are.	<u>All round town</u> Where do you live In my town Counting in tens Counting to 100 My address is How do you say	<u>Key knowledge/ skills:</u> Name some of the major cities of France. Identify and say typical amenities to be found in French towns. Say and order multiples of ten. Ask and give a simple address in French. Locate the correct part of a bilingual dictionary to translate from French- English or vice versa.
Autumn 2	<u>All about me</u> Classroom instructions My body Actions Colours Clothes 1 Clothes 2	<u>Key knowledge/ skills:</u> Give and respond to simple classroom instructions appropriately. Name parts of the body from a song. Identify colours. Name items of clothing.	<u>On the move</u> Transport How do you go to school Directions I like to move it How do I get to We all go together	<u>Key knowledge/ skills:</u> Name some types of transport. Use Je... and Tu... correctly in a simple sentence. Respond to simple directions to find a place on a map.
Spring 1	<u>Food glorious food</u> The very greedy dog Please may I have Preferences What colour is it What did he eat I'm hungry	<u>Key knowledge/ skills:</u> Follow a story and join in the repeated parts. Say what foods from a set they like/dislike. Describe the colour or size of an object. Ask politely for something.	<u>Going shopping</u> Fruit Vegetables Clothes Where can I buy French money Let's go shopping	<u>Key knowledge/ skills:</u> Listen and respond to topic vocabulary. Answer questions using topic vocabulary. Take part in role play as a shopper/ shopkeeper, speaking in French. Greet and respond.
Spring 2	<u>Family and friends</u> Meet my family Pets Alphabet What's his name How do you spell My home	<u>Key knowledge/ skills:</u> Identify and introduce some of their relations. Name some common pets. Recognise some rooms in their home.	<u>Where in the world</u> United Kingdom Where do they speak French The equator Continents Animals Which continent are they from	<u>Key knowledge/ skills:</u> Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary. Write an answer in a sentence using the topic vocabulary. Use an English/ French dictionary to translate from English to French.
Summer 1	<u>Our school</u> What's in the classroom What's in your pencil case School subjects PE lesson Around school What do you like to do	<u>Key knowledge/ skills:</u> Listen and respond to topic vocabulary. Demonstrate understanding with actions. Write sentences converting le/la to un/une. Answer questions using the topic vocabulary.	<u>What's the time</u> O'clock and half past My day What's on television Quarter past quarter to The school day A maths lesson on time	<u>Key knowledge/ skills:</u> Say and write a sentence to tell the time (o'clock). Count in fives to at least 30. Understand and use the terms avant and apres. Answer questions about a TV schedule.

Summer 2	Time Counting 11-31 Days of the week Months Birthdays What's the date Yesterday, today, tomorrow	Key knowledge/ skills: Say and order the days of the week. Say and order the months of the year. Count on from 11-31. Say their own birthday.	Holidays and hobbies Seasons The weather Weather around the world Holidays Sports Hobbies	Key knowledge/ skills: Listen and respond to topic vocabulary. Answer questions orally using the topic vocabulary. Write an answer in a sentence using the topic vocabulary. Present ideas and information orally to a range of audiences.

National curriculum objectives	
Listen attentively to spoken language and show understanding by joining in and responding. <i>He/she listens carefully and is able to join in simple conversations and answer questions</i>	
Year 3 Respond on a word level	Year 4 Begin to respond in a full sentence
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <i>He/she enjoys learning new songs and rhymes which have helped him to explore the pattern and sound of the language</i>	
Year 3 Make links to spelling of words	Year 4 Make links to sentence structure
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <i>He/she engages in conversations by asking and answering questions and sharing his opinions</i>	
Year 3 Offer limited responses	Year 4 Can offer more variety in their responses
Speak in sentences, using familiar vocabulary, phrases and basic language structures. <i>He/she is able to use familiar phrases and simple structures to speak in full sentences</i>	
Year 3 Speak in phrases	Year 4 Begin to speak in full sentences
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <i>He/she has developed a good accent and can speak and read aloud with the correct intonation</i>	
Year 3 Attempt correct pronunciation	Year 4 Beginning to use accurate pronunciation Attempt a good accent
Present ideas and information orally to a range of audiences. <i>He/she can share information and his ideas orally to a range of audiences including other children and teachers</i>	
Year 3 Attempt to present ideas to their learning partner	Year 4 Attempt to present ideas to the class
Read carefully and show understanding of words, phrases and simple writing. <i>He/she reads carefully and can translate simple writing accurately</i>	
Year 3 Begin to read and understand words	Year 4 Begin to read and understand phrases and sentences
Appreciate stories, songs, poems and rhymes in the language. <i>He/she enjoys listening to stories, songs and poems</i>	
Year 3 Listen to stories, songs, poems and rhymes	Year 4 Attempt to sing a song or read a rhyme
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <i>He/she is able to use a dictionary to develop his own vocabulary and look-up new words</i>	
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <i>He/she can write simple phrases from memory and use these to create his own sentences</i>	
Describe people, places, things and actions orally. <i>He/she is able to orally describe people, places, objects and actions fluently</i>	
Describe people, places, things and actions in writing. <i>He/she can describe people, places, objects and actions in writing</i>	
Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <i>He/she understands that in foreign languages, nouns can be feminine, masculine and neuter unlike in English. He uses this knowledge when speaking and writing</i>	
Understand basic grammar appropriate to the language being studied, including (where relevant) the conjugation of high-frequency verbs; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <i>He/she is able to use the correct form of the verb depending on the person, quantity or tense in which he is speaking or writing</i>	

Understand basic grammar appropriate to the language being studied, including (where relevant) 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.	
<i>He/she has learnt some key features and patterns of the language and can apply these when speaking and writing</i>	