|  |  |  |
| --- | --- | --- |
| **French** | | |
| **Term 1.1**  **Portraits describing in French** | | |
| Vocabulary | Knowledge | Objectives |
| il a/elle a  il est/elle est  heureux/heureuse  sérieux/sérieuse  les cheveux  les yeux  petit/petite  grand/grande  il s'appelle...  elle s'appelle...  blond(e)(s)  noir(e)(s) | Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.  Identify a person correctly from a description of their hair and eye colour.  Place word cards in the correct order, with the adjectives following the noun.  Compose a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. | I can begin to understand that adjectives change if they describe a feminine noun  I can understand a simple description of hair and eye colour.  I can create simple descriptive sentences.  I can understand simple descriptive sentences.  I can write descriptive sentences. |
| **Term 1.2**  **Clothes getting dressed in France** | | |
| Vocabulary | Knowledge | Objectives |
| un T-shirt  un short  un pantalon  un chapeau  une culotte  une chemise  un pull  des bottes  une robe  des chaussettes  des baskets  il/elle porte | Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.  Understand how to convert the indefinite article to a possessive adjective.  Correctly identify items of clothing based on the written word.  Say the words for items of clothing with accurate pronunciation.  Make an intelligible attempt to spell new words. Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.  Compose a sentence using j’aime or je n’aime pas.  Use il/elle correctly and place the adjective in the correct position in relation to the noun. | I can recognise and use vocabulary relating to clothing  I can apply my understanding of noun and adjective agreement in French.  I can understand adjectival position and agreement for gender and number  I can express an opinion (like/dislike).  I can describe an outfit using adjectives correctly. |
| **Term 2.1**  **French numbers, calendars and birthdays** | | |
| Vocabulary | Knowledge | Objectives |
| onze  douze  treize  quatorze  seize  dix-sept  dix-huit  dix-neuf  vingt  vingt-et-un  trente  un anniversaire | Say the numbers to 31 in French.  Read and calculate Maths sums correctly in French.  Say all the days of the week, working out the words for the days that are yesterday and today. Match most of the French months to their English equivalents.  Ask when someone’s birthday is and give the number and month of their own birthday.  Say the seasons of the year.  Translate the date from English to French.  Say the similarities and differences between birthdays in the UK and France. | I can recall and use numbers 1 to 31 in French.  I can say the days of the week in French.  I can say the months of the year.  I can select vocabulary to discuss the date in French  I can compare similarities and differences between traditional birthday celebrations in France and England. |
| **Term 2.2**  **French weather and the water cycle** | | |
| Vocabulary | Knowledge | Objectives |
| il fait beau  il fait mauvais  il fait chaud  il fait froid  il pleut  il neige  il y a du soleil  il y a du vent  le nord  le sud  l'est  l'ouest | Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation.  Say at least two sentences intelligibly to convey the weather in a given place.  Point or move in the correct direction during a compass points game.  Understand and say several directions and weather sentences.  Place weather symbols in the correct locations on a map.  Match at least three temperature numerals and words correctly.  Say the correct number for a temperature.  Show an understanding of the water cycle and relevant cognates in both English and French. | I can learn weather phrases.  I can repeat short phrases accurately.  I can describe the weather using points of the compass.  I can recognise the French written words for multiples of ten.  I can understand the water cycle in French. |
| **Term 3.1**  **French food – Miam! Miam!** | | |
| Vocabulary | Knowledge | Objectives |
| le café  le restaurant  le menu  une boisson  une entrée  un plat principal  je voudrais  j'aime  s'il vous plaît  merci  le serveur  l'addition | Recognise and understand the meaning of new words that are cognates.  Use a model text to support conversation. Complete mathematical calculations in French, writing answers in euros.  Recognise shop names and label a triarama.  Use a bilingual dictionary to translate given words.  Use a range of strategies to understand a familiar text.  Ask and respond to questions found in a café conversation. | I can begin to understand a conversation in French.  I can read and say amounts of money in French.  I can identify and pronounce the names of French shops correctly.  I can work out the meaning of unfamiliar words.  I can create a French menu based on authentic texts. |
| **Term 3.2**  **French and the Eurovision song contest** | | |
| Vocabulary | Knowledge | Objectives |
| le piano  le violon  le saxophone  le clavier  la guitare  la flute  la flûte à bec  la clarinette  la batterie  la trompette  jouer de  la musique | Answer questions based on a video of a Frenchspeaker, getting at least half of them correct.  Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English).  Say which instrument they play.  Say what kind of music they like, using a whole sentence.  Ask a question after listening to other pupils’ attempts.  Read and understand music genres in written form.  Recall country names with accurate pronunciation.  Use a full sentence to say ‘J’habite en/au/aux ...’ Write information in French about a character from a different country.  Use familiar language to write several phrases or short sentences.  Perform a song from memory with accurate pronunciation. | I can say which musical instrument you play  I can say what kind of music you like or do not like.  I can research and write information about European countries in French.  I can write a short, simple text, using familiar language.  I can perform a song in French from memory with accurate pronunciation. |