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| **French** |
| **Term 1.1****Portraits describing in French** |
| Vocabulary | Knowledge | Objectives |
| il a/elle a il est/elle est heureux/heureuse sérieux/sérieuseles cheveux les yeuxpetit/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 nounI 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-shirtun short un pantalon un chapeau une culotteune chemiseun pull des bottes une robe des chaussettes des basketsil/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 clothingI can apply my understanding of noun and adjective agreement in French.I can understand adjectival position and agreement for gender and numberI 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-septdix-huit dix-neufvingt 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 FrenchI 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 pleutil neigeil y a du soleil il y a du vent le nord le sudl'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 playI 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. |