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| **French** | | |
| **Term 1.1** | | |
| Vocabulary | Knowledge | Objectives |
| au nord  au sud  à l’est  à l’ouest  je vais  tu vas  la France - France  la Grande-Bretagne  un pays  un drapeau  parce que  il y a | Recognise and respond to directions. Form directional phrases of their own.  Read and understand a range of sentences including directions.  Form full sentences to ask and answer questions as modelled orally.  Show some understanding of national identity. Understand a set of true/false statements and know where to locate the information about these statements in a graph/table.  Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed. | I can recognise, read and respond to directional language.  I can read and give directions in French  I can identify features of countries in the French-speaking world.  I can investigate climate data from the Frenchspeaking world using authentic materials.  I can ask and answer questions about different countries in the French-speaking world. |
| **Term 1.2** | | |
| Vocabulary | Knowledge | Objectives |
| le corps  la tête  la bouche  le nez  les yeux  les pieds  les bras  les jambes  les dents  la queue  court (s)  courte (s)  long (s)  longue (s) | Notice cognates and near cognates in the text. Recognise some previously known words.  Use a dictionary to research the meaning of relevant vocabulary.  Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.  Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender.  Unscramble jumbled sentences without any errors in word order.  Recognise rules of agreement in longer phrases. Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support. | I can investigate a text for clues to understand new words.  I can identify nouns by their gender, number and meaning.  I can apply knowledge of French nouns and gender agreement to a short piece of writing.  I can develop understanding of adjectival rules in French.  I can apply knowledge of vocabulary and grammar to a piece of writing. |
| **Term 2.1** | | |
| Vocabulary | Knowledge | Objectives |
| le Système solaire  le Soleil  la Lune  la Terre  une planète  l’espace  plus ... que  moins ... que  grand  petit  chaud  froid | Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.  Write their own metaphors using a writing model, replacing nouns with original vocabulary. Make the correct choice of un/une for gender and add colour adjectives when writing.  Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.  Adapt a model text to create an original sentence of their own, including descriptive phrases. | I can identify keywords, phrases and ideas from spoken French.  I can apply knowledge of noun and adjective agreement to create metaphors in French.  I can make comparisons in French.  I can develop understanding of the rules of adjectival agreement.  I can form questions in order to ask for information about alien planets. |
| **Term 2.2** | | |
| Vocabulary | Knowledge | Objectives |
| trente  quarante  cinquante  soixante  soixante-dix  quatre-vingts  quatre-vingt-dix  cent  ça fait ...  c’est combien ? | Recognise number words in written form. Correctly build and pronounce two-digit numbers that have been generated randomly.  Recall vocabulary by matching the correct pictures to the appropriate words.  Join in with a story, using gestures and key vocabulary.  Correctly sort word-cards by gender and apply the appropriate article.  Highlight a range of known and easily recognisable vocabulary in a text. | I can build numbers and prices confidently in French.  I can name different foods in French and notice patterns in sounds.  I can join in with and perform a short, repetitive story using voice and actions to communicate to an audience.  I can use vocabulary to describe a quantity of different food nouns.  I can explore and understand an authentic French text. |
| **Term 3.1** | | |
| Vocabulary | Knowledge | Objectives |
| chanter  courir  danser  dormir  écrire  jouer  lire  manger  nager  aimer  avoir  être | Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. Create an opinion phrase using one of the new verbs.  Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.  Work together to build a verb spinner and use it to generate appropriate phrases.  Recognise and recall different parts of verbs avoir and être.  Create an original short text, correctly adapting a range of verbs to their appropriate form. | I can recognise that verbs take different forms and to find infinitive verbs in a dictionary.  I can begin to recognise some regular verbs in the present tense.  I can recognise that verbs take different forms and to find infinitive verbs in a dictionary.  I can know that some verbs do not follow regular patterns.  I can build and deliver a short presentation, choosing and using a range of action verbs. |
| **Term 3.2** | | |
| Vocabulary | Knowledge | Objectives |
| mon frère  ma sœur  fils/fille  unique  mon père  ma mère  mes parents  mon grand-père  ma grand-mère  mon oncle  ma tante  mon cousin  ma cousine | Complete correctly a gap-fill activity to match French vocabulary with pictures.  Recognise words that are similar to English. Adapt a sentence to change its meaning.  Apply some understanding of French pronunciation.  Recognise key information within a longer text. Build sentences confidently using word cards. Respond to spoken opinions with the correct gesture.  Use different opinions in sentences.  Change elements of a sentence whilst retaining the meaning.  Organise a text, making simple adaptations that do not affect its overall sense | I can recognise and use phrases to say if I have a brother or sister.  I can name different family members on a family tree.  I can build descriptive sentences into a short paragraph.  I can understand and express simple opinions.  I can plan and prepare a short presentation about my family. |