

Reception & KS1	Children are taught greetings and encouraged to respond to the register in French.			
Year group	Year 3		Year 4	
<ul style="list-style-type: none"><li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</li></ul>				
Vocabulary & Grammar	Phonics		Phonics	
	Grammar		Grammar	
	Key listen out activity based on: numbers ix	Exploration of recognising and answering a question	Key listen out activity based on: numbers and colours oi/eu/ou	Exploration of nouns: masculine/feminine
	Key listen out activity based on: days of the week i	Exploration of: recognising and understanding simple commands	Key listen out activity based on: shop nouns ou/ ch	Exploration of: recognising and using commands recognising and using “there is/are”
	Key listen out activity based on: Key sounds in animal nouns ch/oi	Exploration of: recognising nouns asking a question	Key listen out activity based on: numbers in	Exploration of: identifying parts of language which are adjectives recognising and using “I have “
	Key listen out activity based on: Key sounds/words in questions and answers ez	Exploration of:	Key listen out activity based on: parts of the body é/ou/oi	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are
	Key listen out activity based on: Key sounds in fruits and vegetable nouns	Exploration of: nouns and beginning to recognise masculine/feminine nouns		

	<b>une/un</b>				adjectives
	Key listen out activity based on: Key sounds/words in picnic story <b>ons</b>	Exploration of: practising forming and structuring a polite response		Key listen out activity based on: illnesses <b>en</b>	Exploration of: identifying/producing singular and plural masculine/feminine nouns
				Key listen out activity based on: ice creams <b>ch/en/on</b>	Exploration of: identifying verbs in simple present tense sentences  polite requests :-"I would like ....

Topic and coverage		Content		Content
	<b>Autumn 1 :A New Start</b>	Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	<b>Autumn 1 :Welcome to school- super learners</b>	Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects
	<b>Autumn 2:Calendar and Celebrations</b>	Days Months ( an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	<b>Autumn 2: My local area, your local area</b>	Where is ....?( + shops) Here is ( +shops) Left/ right/ straight ahead There is / there are
	<b>Spring 1:Animals I like and don't like</b>	Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	<b>Spring 1: Family tree and faces</b>	Asking who someone is? This is ..... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour
	<b>Spring 2:Carnival colours ,playground games</b>	Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	<b>Spring 2:Celebrating carnival/body parts</b>	Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .....
	<b>Summer 1: Breakfast, fruit nouns and a hungry giant</b>	Fruit and vegetables Breakfast foods Ask and answer likes/dislikes		
		Ask for a food item politely	<b>Summer 1: Feeling unwell/ Jungle animals</b>	How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)
	<b>Summer 2: Going on a picnic</b>	Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)	<b>Summer 2: Summer time</b>	Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream

Continuous throughout the year	Days of the week, months of the year.	Telling time – hour, half and quarter.
Essential objectives for all KS2	<p>Through the topics taught, children should be able to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> </ul>	