	Children are taught greetings and encouraged to respond to the register in French. Avoir/Etre 1st person (j'ai je suis), Conjunctions: and but (et, mais), Conditional: I was is/are Avoir/etre 1st — 3rd person (il est, il a), Conjunctions: et, aussi, mais, Conditional: je vo Pronouns (je, tu, il), Gender: un/une and le/la/les, Placement of adjectives inc before/Negatives: Je n'aime pas. Year 5 Prestand basic grammar appropriate to the language being studied, including (where releves; key features and patterns of the language; how to apply these, for instance, to build s				oudrais. Create compound sentences. Question word and response: Quelle/quel?, C'est, after noun, adjectives agreement with noun — gender and plurality, Modifiers: très, Year 6 Vant): feminine, masculine and neuter forms and the conjugation of high-frequency		
Vocabulary & Grammar	Phonics		Grammar		Phonics	Grammar	
		ut activity (ey sounds in ects/opinions	Exploration of Asking and answering simple question about someone else (3 rd person singular) Conjunctions to create		Key listen out activity based on: Key sounds daily routine phrases ais	Exploration of time phrases extended sentences with conjunctions and opinions	
	Key listen o	ey sounds in	extended sentences Exploration of: Commands Verb to have- present		Key listen out activity based on: Key sounds nouns and adjectives linked to the house ai/an/am	in verb to have verb to be adjectival agreement with nouns	
	structures	u/eau	tense				
		ey sounds in tables/class	Exploration of: Verb to be – present tense		Key listen out activity based on: Key sounds sports and hobbies ais/oue	Exploration of: verb to play in the present tense	

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qu/que		Key listen out activity based on: Key sounds in	Exploration of: expressing likes and dislikes	
		opinions	with nouns and verbs	
Key listen out activity based on: Key sounds in clothes descriptions au/ou	Exploration of: Verb to wear – present tense Adjectival agreement with nouns	eux/i/é consolidation and application of accurate	descriptive sentences using 1 st ,2 nd and 3rd person regular present tense consolidation of prior learning – nouns,	ing
Key listen out activity based on: Key sounds new personal info special questions	Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.	sound spelling understanding to practise accurate pronunciation in performance/reading aloud	adjectives, verbs, questions and answers	
ille/é	extended sentences.	consolidation and application of accurate sound spelling	consolidation of prior learning – nouns, adjectives, verbs, questions	
Key listen out activity based on: Key sounds in beach language ge/jou	Exploration of: Using the modal verb structure : You can + verbs	understanding to practise accurate pronunciation in performance/reading aloud	and answers	
		1	'	

Topic and		Content		Autumn 1: Everyday life	Revisiting and extending
coverage				Revisiting me Time	personal information. Asking the time Giving
	Autumn 1 :My school, my subjects Talking all about us School subjects, my opinions	Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are What would you like?/ I would like		Daily life of a super hero/pupil	o'clocks Describing simple daily routine
	 Back to school with the aliens- animated story, creative reading and writing Witch's day at school- talk and write story 		live	Autumn 2: Where I live ,where you live Spooky house /space house Hopes and aspirations Paddington's Xmas Sandwiches	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is? Talking about "what I want to be in the future" Asking for and designing sandwiches. You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes
	Autumn 2: Time in the city In the city Christmas shopping (roleplay)			Spring 1: Playing and enjoying sport • Happy New Year forfeit game	
	Spring 1: Healthy eating and going to the market	How much does it cost?/ It costs Numbers 0-50 Shopping at the market Fruit		Investigating sports	
	 Happy New Year Pantomime and verb to be Going to the market Healthy recipe 	Vegetables Transactional language at the shops			

	Jack and the Beanstalk story- read/write/perform Spring 2: Carnival clowns and clothes Carnival clowns/fancy dress characters and clothes	Numbers 0-50/ Euros Instructions to make a healthy dish What are you wearing? I am wearing What's it like?	All the fun of the fair Favourites (independent presentation) Fa O	Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes				
	Pirate's Lost Treasure story Fancy dress fashion show Summer 1: Out of this World Traveller's survival guide Fly me to the moon story and planets /simple descriptions Intergalactic dialogues/design	It's + colour and size It has Personal information at passport control Countries Ways to travel Planets and simple	Café culture (performance) Eating out (role play)	Transactional language to order a meal You can eat + foods Buying snacks and drinks				
			(III	(Instructions to make a snack)				
	outer space characters and own plants and languages Summer 2: Going to the seaside	adjectives Dialogues and conversations You can	Tour de France co Class performances tr	evisiting and onsolidation of basic ansactional				
	Going to the seaside	Play + sports Eat + foods Wear +beach clothes	Create own class newspaper sheet	nguage/basic personal formation /expressing mple opinions/using uestions and answers.				
Continuous throughout the year	Days (tomorrow, today, yesterday), months, time	, weather, colours and placement	vithin a sentence compared to English language.					
Essential	Through the topics taught children should be able	to:						
objectives for	Listen attentively to spoken language and show understanding by joining in and responding							
all KS2	 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 							
	• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help							
	Speak in sentences, using familiar vocabulary, phrases and basic language structures							
	 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 							
	 Present ideas and information orally to a range of audiences 							
	 Read carefully and show understanding of words, phrases and simple writing 							
	 Appreciate stories, songs, poems and rhymes in the language 							
	 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 							
	 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 							

Describe people, places, things and actions orally and in writing