



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

French KS2	Year 3	Year 4	Year 5 and 6	Year 6
<p>Grammar NC</p> <p>Children 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.</p>	<p>I can name the gender of nouns; name the indefinite and definite articles for both genders and use correctly</p> <p>Eg Year 3 Autumn 2 Clothes – What’s in your wardrobe? I can name clothes in French.</p> <p>I can recognise masculine and feminine clothing nouns.</p> <p>Eg Year 3 Summer 1 What’s in your pencil case? I can use sentences to name items in my pencil case using le, la, un, une</p>	<p>I can name the gender of nouns; name the indefinite and definite articles for both genders and use correctly</p> <p>Eg Year 4 Spring 1 Vegetables I can use the word some to refer to vegetables. De, de la</p> <p>Eg Year 4 Summer 2 Weather Around the World I can say whether countries are masculine or feminine</p>	<p>I can demonstrate understanding of gender and number of nouns and use appropriate determiners</p> <p>Year 5 Autumn 2 Fashion I can add detail to a description of someone’s clothes with a colour adjective.</p> <p>Year 5 Spring 1 Pizzas I use the correct French form for ‘some’ to describe which pizza I would like. De, de la, des</p> <p>Eg Year 5 Autumn 1 How Are You Feeling? I can choose a masculine or feminine adjective to match the subject.</p>	



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		<p>I can recognise and use the first person possessive adjectives (mon, ma, mes);</p> <p>Eg Year 4 Summer 1 Holidays</p> <p>I can use the possessive adjectives 'ma' for feminine family members and 'mon' for masculine family members.</p>	<p>I can recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</p> <p>Eg Year 5</p>	
	<p>use simple prepositions in their sentences</p> <p>Eg Year 3 Summer 1 What's in your pencil case? I can use sentences to name items in my pencil case. dans</p>		<p>recognise and use a range of prepositions</p> <p>Eg Year 5 Summer 1 Where Are The Objects?</p> <p>I can read a sentence stating whether an object is 'au-dessus' or 'sous' and say whether it is true or false.</p> <p>Eg Year 5 Summer 1 Asking Questions</p> <p>I can prepare a conversation with a partner asking in French where objects are and give an answer.</p>	



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	<p>use the third person singular and plural of the verb 'être' in the present tense. conjugate a high frequency verb (aller – to go) in the present tense</p> <p>Eg Year 4 Autumn 2 How Do You Go to School? I can say how I go to school.</p> <p>Year 4 Summer 2 The Seasons I can say ils sont in a sentence.</p>		<p>use the third person plural of a few high frequency verbs in the present tense</p> <p>Eg Year 5 Autumn 2 What Are You Doing? I can ask what someone is doing. I can say what I am doing.</p> <p>Eg Year 5 Spring 1 I like to eat I can state what I like to eat.</p>	
<u>Reading and Writing</u>	<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; <p>read and show understanding of simple phrases and sentences containing familiar words.</p> <p>Eg Year 3 Spring 1 The Very Greedy Dog I can follow a familiar story in French.</p>		<p>Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; <p>read and understand the main points and some detail from short, written material.</p> <p>Eg Year 5 Autumn 1 Je Me Presente I can understand an unfamiliar text</p>	



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<p><u>Listening and Speaking</u></p>	<p>Children describe people, places, things and actions orally.</p> <p>Children can: say simple familiar words to describe people, places, things and actions using a model;</p> <p>Eg Year 4 Autumn 1 In My Town</p> <p>I can identify places in my town</p>	<p>Eg Year 4 Spring 1 Let's Go Shopping!</p> <p>I can take part in role play about shopping.</p>	<p>Children describe people, places, things and actions orally.</p> <p>Children can: say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</p> <p>Eg Year 5 Spring 1 I'm Thirsty</p> <p>I can take part in a role play about drink choices.</p>	
<p>Stories, Songs, Poems and Rhymes</p>	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can: a join in with actions to accompany familiar songs, stories and rhymes</p> <p>Eg Year 3 Autumn 1 Counting 0-10</p> <p>I can count to 10 I can use songs to support my learning</p>	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can: b join in with actions to accompany familiar songs, stories and rhymes;</p>	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can: a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p> <p>Eg Year 5 Spring 2 Meet the Family</p> <p>I can join in a traditional song. I can explore how English and French grammar are different.</p>	



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