

French Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Bonjour (Rigolo, unit 1) <ul style="list-style-type: none"> Learn basic greetings Ask and say your name and age Ask how someone is and reply Learn basic nouns and numbers; copying and writing single words. French phonic sounds 		En classe (Rigolo, unit 2) <ul style="list-style-type: none"> Recognise and respond to classroom instructions Recognise classroom objects Use colours to describe and writing sentences using this. School day; reading single sentences independently. Adjectives and adjective order (colours) 		La Chenille qui fait des trous (Rigolo, unit 6) <ul style="list-style-type: none"> Learn days of the week Recap numbers Recognise fruits and foods Begin to recognise adjectives Reading above book; understand single sentences. Time connectives 	
Year 4	Les animaux (Rigolo, unit 4) <ul style="list-style-type: none"> Identify animals (inc. pets) Classifying and learning about animal types (e.g. jungle, farm etc.) (SCIENCE) Ask and reply to questions about pets Begin to describe pets (speaking focus) Determiners 		Mon corps (Rigolo, unit 3) <ul style="list-style-type: none"> Identify body parts (PE) Discuss how to be healthy (PSHE/SCIENCE) Learn adjectives for character Read and write own character descriptions Use of je and tu/vous Revise adjective order 		Ma famille (Rigolo, unit 5) and Encore! (Rigolo, unit 7) <ul style="list-style-type: none"> Identify and name family members Revise descriptions and develop. Dictionary use. Learn nationalities Learn household items Prepositions 	
Year 5	Les chiffres à 100 <ul style="list-style-type: none"> Recap numbers learnt so far and build up to 100. Revise nouns learnt already. Plural nouns 	Où vas-tu? (Rigolo, unit 10) Step plan 1: <ul style="list-style-type: none"> Give and understand basic directions (MATHS) focusing on pronunciation Learn about places e.g. bank/shops etc. and recap prepositions and directions. Step plan 2: <ul style="list-style-type: none"> Learn about French cities/regions Have an extended conversation: answer questions about places you have visited. Use a dictionary to create longer answers. Talk about weather (ALL ABOVE = GEOGRAPHY) Read a factual text. Learn about sentence structure and expanding sentences using conjunction 			Quelle heure est-il? (Rigolo, unit 8) <ul style="list-style-type: none"> Learn to ask and tell the time. (MATHS) Learn and ask about activities/hobbies. Forming questions 	Les fêtes (Rigolo, unit 9) <ul style="list-style-type: none"> Learn 'dates' and learn about festivals (RE) Learn activities at a party and write a short paragraph/presentation "Little words" – en, à etc.
Year 6	La musique <ul style="list-style-type: none"> Learn about musical instruments; express what instruments you play/want to play Using 'je peux' and 'je voudrais' 	L'alimentation saine <ul style="list-style-type: none"> Discuss healthy eating (SCIENCE/ PSHE) Learn 100+ Look at different texts inc. recipes and note the main points Text-type clues 	On mange! (Rigolo, unit 11) <ul style="list-style-type: none"> Learn/recap food vocabulary Give opinions on food Learn how to shop for food – hold a conversation and give complex answers as a reply Learn about the French diet and compare Writing a short text. Use comparative language 		La France <ul style="list-style-type: none"> Famous places/ French speaking countries (GEOGRAPHY) Key facts/info. Adverbial phrases 	La culture <ul style="list-style-type: none"> Learn about French music and dance; build on vocabulary from previous unit Learn French songs Synonyms – dictionary use to check.

French teaching overview - Skills

Year 3

- 3.1 - Show understanding of a few familiar spoken words and phrases.
- 3.2 - Identify specific sounds, phonemes and words.
- 3.3 - Say and repeat single words and short simple phrases. Ask for repetition and clarification as necessary.
- 3.4 - Say and repeat single words and short simple phrases.
- 3.5 - Recognise and read out a few familiar words and phrases. Say and repeat single words and short simple phrases with a degree of accuracy.
- 3.6 - Memorise a small part a short spoken text for collaborative presentation.
- 3.7 - Recognise and read out a few familiar words and phrases.
- 3.8 - Use the contexts of what they see/read to determine some of the meaning.
- 3.9 - Write or copy simple words or symbols correctly.

Year 5

- 5.1 - Show understanding of the main points from a spoken passage made up of familiar language.
- 5.2 - Apply phonic knowledge of the language to support reading and writing with increasing confidence and regularity.
- 5.3 - Ask and answer simple questions and talk about interests including simple options. Ask for repetition and clarification.
- 5.4 - Apply knowledge of rules when building spoken sentences.
- 5.5 - Pronounce/read some unknown words aloud with a degree of accuracy. Speak clearly with good pronunciation and intonation.
- 5.6 - Prepare a short presentation on a familiar topic.
- 5.7 - Understand the main points from a short written text in clear printed script.
- 5.8 - Use context and previous knowledge to help understanding. Use a dictionary or word list.
- 5.9 - Write a few short sentences with support, using expression which they have already learnt. Write short phrases from memory.

General skill development (all years)

Word > phrase > sentence > paragraph > longer text

Year 4

- 4.1 - Show understanding of a range of familiar spoken phrases.
- 4.2 - Apply phonic knowledge of the language to support reading and writing.
- 4.3 - Ask simple questions and give basic information. Ask for repetition and clarification if necessary.
- 4.4 - Answer simple questions and give basic information in full sentences.
- 4.5 - Understand and read out familiar written phrases. Start to reproduce correct intonation when speaking in full sentences.
- 4.6 - Memorise a small part a short spoken text.
- 4.7 - Recognise and read out a familiar written phrase.
- 4.8 - Use context and previous knowledge to determine meaning.
- 4.9 - Write one or two short sentences to model and fill in the words on a simple form. Write some words from memory.

Year 6

- 6.1 - Show understanding of the main points and some of the detail from a spoken passage made up of familiar language in simple sentences.
- 6.2 - Match sound to sentences and paragraphs.
- 6.3 - Take part in a simple conversation and express opinions in greater detail. Ask for repetition and clarification if necessary.
- 6.4 - Use knowledge of words, text and structure to build simple spoken passages or engage in longer conversations.
- 6.5 - Read aloud short texts containing some unknown words with a degree of accuracy. Speak confidently with consistently good pronunciation and intonation.
- 6.6 - Use spoken language confidently to tell stories or present information.
- 6.7 - Understand the main points and some detail from short written texts in familiar contexts.
- 6.8 - Use context, previous knowledge and an awareness of grammatical conventions to help understanding and reading skills. Use a dictionary.
- 6.9 - Write a short text on a familiar topic, adapting language which they have already learnt. Write mainly from memory.