



# French Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3</b>	<p><b>Getting to Know You</b></p> <p>Greeting each other, exchanging names, asking how someone is, counting to ten, saying how old they are</p>	<p><b>All About Me</b></p> <p>Understanding and following instructions, naming parts of the body, identifying colors and saying what they are wearing.</p>	<p><b>Food, Glorious Food</b></p> <p>Vocabulary for a range of food, expressing likes and dislikes, counting and using plural nouns.</p>	<p><b>Family and Friends</b></p> <p>Identifying and introducing family and Pets, spelling their names. Vocabulary for places in their own home.</p>	<p><b>Our School</b></p> <p>Vocabulary for places around school and classroom objects.</p>	<p><b>Time</b></p> <p>Vocabulary for days of the week, months and dates counting on from 11 to 31.</p>
<b>Y4</b>	<p><b>All Around Town</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>ask and answer questions about where you live;</li> <li>French towns and cities;</li> <li>places in a town;</li> <li>counting in tens;</li> <li>maths vocabulary (+, -, x, ÷, =);</li> <li>counting to 100;</li> <li>saying your address;</li> <li>features of a town/countryside;</li> <li>using a bilingual dictionary;</li> </ul>	<p><b>On the Move</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>types of transport/ways of travelling;</li> <li>asking and answering about how you get to school;</li> <li>asking for directions;</li> <li>following directions;</li> <li>matching subject pronouns with the correct form of the verb;</li> <li>reading and saying words containing the French spelling 'ch' pronounced /sh/;</li> </ul>	<p><b>Going Shopping</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>fruit and vegetables;</li> <li>likes and dislikes;</li> <li>clothes;</li> <li>adjectives of color;</li> <li>shops and shopping;</li> <li>money – asking how much;</li> <li>numbers to 100;</li> <li>changing 'le/la/l'/les' (the) to 'du/de la/de l'/des' (some);</li> <li>using adjectives in the correct place in a sentence;</li> </ul>	<p><b>Where in the World</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>countries;</li> <li>continents;</li> <li>animals;</li> <li>identifying whether nouns are masculine or feminine;</li> <li>choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands);</li> <li>using an English/French dictionary or online translator;</li> </ul>	<p><b>What is the time?</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>o'clock and half past;</li> <li>daily routine;</li> <li>understanding a television schedule;</li> <li>quarter past and quarter to;</li> <li>the school day – times and subjects;</li> <li>counting in fives;</li> <li>starting a sentence with a time connective;</li> <li>choosing the correct word ('avant' or 'après') when</li> </ul>	<p><b>Holidays and Hobbies</b></p> <p>Key learning includes:</p> <ul style="list-style-type: none"> <li>seasons;</li> <li>weather;</li> <li>countries;</li> <li>sports and hobbies;</li> <li>likes and dislikes;</li> <li>using the third person plural of 'être';</li> <li>choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries, 'à' for islands);</li> <li>using possessive adjectives 'ma/mon/mes'</li> </ul>



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	<ul style="list-style-type: none"> <li>• predicting new language based on patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• substituting vocabulary to vary sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• spelling adjectives correctly according to number and gender of the nouns;</li> <li>• using the appropriate form of 'at' (au or à la).</li> </ul>	<ul style="list-style-type: none"> <li>• using the past tense to say 'J'ai vu...';</li> <li>• using the pronouns 'il/elle' correctly.</li> </ul>	comparing two subjects	
<b>Y5</b>	<p><b>Meet the Family</b></p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; To understand basic grammar appropriate to the language in the context of introducing family members.</p> <ul style="list-style-type: none"> <li>• I can recognise and repeat rhyming words in a song;</li> <li>• I can make sentences about belonging..</li> </ul>	<p><b>At the Farm</b></p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals.</p> <ul style="list-style-type: none"> <li>• I can vary my sentences by changing the vocabulary.</li> <li>• I can join in a French version of a familiar song.</li> </ul>	<p><b>I Live in a ...</b></p> <p>To present ideas and information orally to a range of audiences in the context of talking about homes.</p> <ul style="list-style-type: none"> <li>• I can add detail to a sentence with an adjective.</li> </ul>	<p><b>In My House</b></p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home.</p> <ul style="list-style-type: none"> <li>• I can use a bilingual dictionary to translate unknown words.</li> </ul>	<p><b>Do You Like Animals?</b></p> <p>To describe people, places, things and actions orally and in writing; To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.</p> <ul style="list-style-type: none"> <li>• I can select suitable adjectives to describe a subject.</li> <li>• I can use a description to support my opinion.</li> </ul>	<p><b>What Can I Say?</b></p> <p>To describe people, places, things and actions orally* and in writing; To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals. • I can select suitable adjectives to describe a subject. • I can use a description to support my opinion.</p>



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<b>Y6</b>	<b>Who Lives Where?</b>  To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of talking about where people live. • I can show how verbs change depending on the subject. To appreciate stories, songs, poems and rhymes in the language; in the context of finding out where people live. • I can join in a song with familiar structures	<b>I Go to School to Learn</b>  To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town, • I can explain to someone why I do something.	<b>Where Is the Library?</b>  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of discussing French towns. • I can locate new vocabulary in a bilingual dictionary. To describe people, places, things and actions orally and in writing; in the context of exploring maps. • I can describe the position of places in French towns.	<b>Maths</b>  To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics • I can use French terms for mathematical activities	<b>Welcome to My Home!</b>  To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone's home. • I can follow and respond to an audio presentation.	<b>Ordinal Numbers</b>  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers. • I can identify and apply spelling patterns.
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