

Knowledge	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>By the end of Y3 we should know...</p> <p>French Alphabet Greetings Asking for and saying how you are Saying your name Saying where you live Numbers 10-20 Saying your age How to say today's date Saying your birthday Asking for others birthdays Days of the week Months of the year Seasons Colours Recognising colours Describing objects with colours Classroom instructions Basic body parts</p>	<p>By the end of Y4 we should know...</p> <p>Countries of Europe How to say your nationality and ask for someone else's Numbers 20-50 How are numbers formed in French? How tricky numbers are formed (eg. 75, 80, 90, 95) Classroom objects What's in my pencil case? Describing my appearance Describing others' appearance Family member names Describing your family's appearance My family tree Basic fruit and vegetables and using adjectives to describe them</p>	<p>By the end of Y5 we should know....</p> <p>Hobbies What you like/don't like to do School subjects – what you Like /don't like in school and why Animals Say if you have a pet Ask if others have pets Recognise a variety of animals Seasons of the year (link to Y3) The weather Describing the weather today Clothes – recognising and describing Saying why you would wear a coat or wellies etc Expressing opinions with a variety of adjectives and negative sentences</p>	<p>By the end of Y6 we should know...</p> <p>Sports Saying your favourite sport Saying what you like/don't like Asking and answering questions about sports Food – French restaurant. Ordering food, saying/asking for favourite foods and why (using adjectives and adverbs) Home – rooms of the house. What's in my bedroom? Describing my house Saying where I live Places of interest in town Asking for and giving directions Recapping French learnt in KS2 and prepare a project that will prepare for MFL transition to high school</p>

<p>Knowledge Of the World</p>	<p>We should know Where France is in relation to us Which other countries speak French Why is it important to learn a language? How do French people greet each other?</p>	<p>We should know How do French people celebrate Christmas? How are our traditions different?</p>	<p>We should know how do French people celebrate Easter? How are our traditions different? Picking out French cities and towns on a map to compare things like size, weather, location in contrast to where we live</p>	<p>We should know What do we need to know for high school? What knowledge/ vocabulary/ sentences will help us in the future?</p>
<p>Skills Listening</p>	<ul style="list-style-type: none"> • Show that he/she recognises words and phrases heard by responding appropriately • Follow simple instructions and link pictures or actions to language • When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. 	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases • Listen to and repeat particular phonemes in songs and rhymes and link to spellings • Notice that French may contain different phonemes and similar sounds may be spelt differently in English 	<ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language • Identify different ways to spell key sounds and select the correct spelling of a familiar words 	<ul style="list-style-type: none"> • Understand longer and more challenging texts on a range of topics, recognising details and opinions • Apply knowledge of phonemes and spelling to attempt reading unfamiliar words
<p>Skills Speaking</p>	<ul style="list-style-type: none"> • Ask and answer simple questions, for example about personal information • Repeat sentences heard and make simple adaptations to them • Use mostly accurate pronunciation and speak 	<ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas • Use familiar sentences as models and make adaptations • Read aloud with accurate pronunciation and present a short learned piece for performance 	<ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons • Adapt known complex sentences to reflect a variation in meaning • Begin to use intonation in different sentence types • Create 	<ul style="list-style-type: none"> • Create a short presentation for an audience • Engage in longer conversations and ask for clarification if necessary • Create own sentences using knowledge of sentence structure

	clearly when addressing an audience		a short piece for presentation to an audience	<ul style="list-style-type: none"> • Use pronunciation and intonation to engage an audience
Skills Writing and Grammar	<p>Write some single words from memory</p> <ul style="list-style-type: none"> • Record descriptive sentences using a word bank • Use simple adjectives such as colours and sizes to describe things in writing' • Recognise the main word classes • Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • Have basic understanding of the usual order of words in sentences in the target language 	<p>Write short words and phrases from memory</p> <ul style="list-style-type: none"> • Use a range of adjectives to describe things in detail such as someone appearance • Write descriptive sentences using a model but supplying some words from memory. Recognise a wider range of word classes • Understand that adjectives may change form according to the gender of the article • Recognise questions and negative sentences 	<p>Write phrases and some simple sentences from memory using a word bank</p> <ul style="list-style-type: none"> • Use a wide range of adjectives to describe people and things know how to conjugate some high frequency verbs • understand how to change an adjective to change it to agree with a noun • adapt sentences to form negative sentences and begin to form questions 	<p>Write a range of phrases and sentences from memory and adapt to suit need on a similar topic</p> <ul style="list-style-type: none"> • Select appropriate adjectives to describe a range of things people and places • Know how to conjugate some high frequency verbs • Understand how to use some adverbs in sentences • Have an awareness of similarities and differences between languages in terms of grammar
Skills Reading	<ul style="list-style-type: none"> • Recognise some familiar words and phrases in written form • Read some familiar words aloud using mostly accurate pronunciation • Learn and remember new words encountered in reading 	<ul style="list-style-type: none"> • Read a range of familiar phrases and sentences accurately, recognising meaning • Follow the written version of a text that is being read to them • Begin to work out the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Read aloud and understand a short text containing mostly familiar language • Learn a song or poem • use dictionaries to extend vocabulary on a given topic 	<ul style="list-style-type: none"> • read aloud and understand a short text containing unfamiliar words • attempt to read a range of texts independently • use vocabulary learnt from reading in different contexts

		with a text using context and other clues		and use dictionaries to find a range of words
Attitude	<ul style="list-style-type: none"> • The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic. 	<ul style="list-style-type: none"> • The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic. 	<ul style="list-style-type: none"> • The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic. 	<ul style="list-style-type: none"> • The pupil demonstrates the ability to communicate with others. • The pupil demonstrates the ability to work with other children (collaborate). • The pupil shows enthusiasm and commitment to the topic.