

# Progression of Knowledge and Skills: French

|              | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| People (who) | <p><b>Knowledge</b></p> <p>By the end of the unit children know how to:</p> <ul style="list-style-type: none"> <li>- I can say hello for different times of the day Introduce themselves</li> <li>- introduce themselves to someone new</li> <li>- ask another person their name</li> <li>- choose the appropriate phrase to say how they are feeling</li> <li>- say goodbye in a variety of ways</li> <li>- say the numbers 0-10 in French</li> <li>- say my own age</li> <li>- ask how old someone is</li> <li>- Give and respond to simple classroom instructions appropriately</li> <li>- Name parts of the body from a song</li> <li>- Identify colours</li> <li>- Name items of clothing</li> <li>- Say that un/une relate to masculine and feminine nouns</li> </ul>                                                                                                                                                                                                                                             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<li>- create my own description of body parts</li> <li>- describe my hair and eyes in French</li> <li>- correctly place an adjective in a sentence</li> <li>- identify a range of verbs</li> <li>- name different clothes in French</li> <li>- say what someone is wearing</li> <li>- identify adjectives that describe feelings</li> <li>- ask and answer questions about feelings</li> <li>- name parts of the body</li> <li>- introduce family and friends</li> <li>- say what sort of home they live in and name items inside</li> <li>- give a simple opinion about a named animal or object</li> <li>- describe their home by size</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      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| Vocabulary   | <p><b>Cycle 1 - Getting to Know You</b></p> <p>Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].</p> <p>Je m’appelle... [My name is...], Comment t’appelles-tu? [What’s your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss].</p> <p>(Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?].</p> <p>Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: ‘to meet again’, À bientôt [see you soon], À tout à l’heure [see you later], À demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend].</p> <p>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C’est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals].</p> <p>Quel âge as-tu? [How old are you?], J’ai ... ans. [I’m ... years old.], an(s) [year(s)], Bon/Joyeux anniversaire! [Happy birthday!]</p> | <p><b>Cycle 2 – All About Me</b></p> <p>Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].</p> <p>Voici [this is], mon corps [my body], la tête [head], les épaules [shoulders], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].</p> <p>Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].</p> <p>C’est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C’est... [It’s...].</p> <p>une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu’est-ce qu’il y a dans l’armoire? [What’s in the wardrobe?], Il y a... [There is/are...].</p> <p>Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu’est-ce que tu portes? [What are you wearing?], Je porte... [I’m wearing...], et [and].</p> | <p><b>Cycle 1 – All About Ourselves</b></p> <p>Les parties du corps [parts of the body], les cheveux (m) [hair], le cou (m) [neck], les dents (f) [teeth], les bras (m) [arms], les mains (f) [hands], les jambes (f) [legs], Qu’est-ce que tu as ? [What do you have?], j’ai [I have], tu as [you have].</p> <p>Les cheveux [hair], les yeux [eyes], courts [short (m. pl.)], mi-longs [mid-length (m. pl.)], longs [long (m. pl.)], raides [straight (m. pl.)], ondulés [wavy (m. pl.)], bouclés [curly (m. pl.)], châains [light brown (m. pl.)], blonds [blonde (m. pl.)], roux [red (m)], bruns [dark (m. pl.)], gris [grey (m. pl.)], blancs [white (m. pl.)], bleus [blue (m. pl.)], verts [green (m. pl.)], marron [brown].</p> <p>Qu’est-ce que tu fais ? [What are you doing?], je lève [I raise/put up], je croise [I cross], j’ouvre [I open], je ferme [I close], je range [I tidy], je lis [I read], j’écris [I write], j’aide [I help].</p> <p>Une jupe (f) [skirt], un pantalon (m) [trousers], un pull (m) [jumper], un tee-shirt (m) [T-shirt], une chemise (f) [shirt], une robe (f) [dress], des chaussures (f) [shoes], des chaussettes (f) [socks], Qu’est-ce qu’il/elle porte ? [What is he/she wearing?], Il/elle porte... [He/She is wearing...], aussi [also], et [and].</p> <p>Comment te sens-tu aujourd’hui ? [How are you (feeling) today?], Je suis [I am], content/contente [pleased (m/f)], fatigué/fatiguée [tired (m/f)], énervé/énervée [annoyed (m/f)], surpris/surprise [surprised (m/f)], désolé/désolée [sorry (m/f)], triste [sad (m/f)], fâché/fâchée [angry (m/f)], fier/fière [proud (m/f)].</p> <p>Qu’est-ce qui ne va pas ? [What’s the matter?], J’ai mal à la/au/aux... [I’ve got a sore + feminine</p> | <p><b>Cycle 2 – Family and Friends</b></p> <p>mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child].</p> <p>chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [here], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm].</p> <p>Chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], ferme (f) [farm].</p> <p>brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], fauteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La ___ est dans le/la ___. [The ___ is in the ____.]</p> <p>mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j’aime [I like], je n’aime pas [I don’t like], j’adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].</p> <p>phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun].</p> |

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|  |  |  | singular/masculine singular/plural noun)], le ventre (m) [tummy], la gorge (f) [throat]. |  |
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| Places (Where?) | <b>Knowledge</b><br>By the end of the unit children know how to: <ul style="list-style-type: none"><li>- ask and explain where things are in the classroom</li><li>- describe the contents of the pencil case</li><li>- express opinions about school subjects</li><li>- listen to commands and follow instructions</li><li>- say what I like to do in school</li></ul><br><ul style="list-style-type: none"><li>- name some of the major cities in France</li><li>- identify some typical amenities to be found in French towns</li><li>- say and order multiples of 10</li><li>- ask and give a simple address in French</li><li>- Count to 100</li><li>- Translate nouns from English to French</li></ul>                                                                                                                                                                                                                                                                                                         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adjectives</li><li>- describe landmarks of Paris</li></ul><br><ul style="list-style-type: none"><li>- Identify places in a French town or city</li><li>- Recognise ordinal numbers</li><li>- Talk about what there is to do in a town</li><li>- Use prepositional phrases</li><li>- Explain why they want to do something</li><li>- Explain what can be found in someone’s home</li></ul>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                     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|                 | <b>Cycle 1 - Our School</b><br>Voici [here is], la salle de classe (f) [classroom], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l’ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est ? [Where is?], il (m)/ elle (f) est là [it’s there], Où sont ? [Where are?], ils (m. pl.)/elles (f. pl.) sont là [they’re there].<br><br>Le/un crayon (m) [pencil], le/un stylo (m) [pen], le/ un crayon de couleur (m) [coloured pencil], le/un taille-crayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], J’ai un/une... dans ma trousse [I have... in my pencil case].<br><br>Le français (m) [French], l’anglais (m) [English], les sciences (f. pl.) [science], les maths (f. pl.) [maths], la musique (f) [music], l’éducation physique (f) [physical education], l’histoire (f) [history], la géographie (f) [geography], l’informatique (f) [ICT], le dessin (m) [art], aimes-tu... ? [do you like...?], j’aime... (f) [I like...], je n’aime pas... [I don’t like...], oui [yes], non [no].<br><br>Levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip], changez de direction [change direction] | <b>Cycle 2 - All Around Town</b><br>J’habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille.<br><br>Magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n’y a pas de [there isn’t/aren’t...].<br><br>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingts [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes>equals], moins [subtract], divisé par [divided by], fois [multiply].<br><br>Mon adresse est... [My address is...], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l’/de la/des... [of the...].<br><br>Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) | <b>Cycle 1 - This Is France</b><br>Le Royaume-Uni (m) [United Kingdom], La France (f) [France], l’Italie (f) [Italy], la Belgique (f) [Belgium], l’Andorre (f) [Andorra], l’Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l’Espagne (f) [Spain], le voisin (m) [neighbour]<br><br>la distance (f) [distance], Quelle est la distance entre...? [What is the distance between...?], C’est..kilomètres [It’s...kilometres], zéro, mille [thousand]<br><br>la distance (f) [distance], le nord (m) [north], le sud (m) [south], l’est (m) [east], l’ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east]<br><br>la tour Eiffel (f) [the Eiffel Tower], l’Arc de Triomphe (m) [the Arc de Triomphe], ] le Louvre (m) [the louvre], La cathédrale Notre-Dame (f) [Notre Dame Cathedral], la Seine (f) [the (River) Seine], À Paris... [In Paris...], lon peut... [one can...], visiter | <b>Cycle 2 - Let’s Visit a Town In France</b><br>je/tu/il/elle/nous/vous/ils/elles<br>[I/you/he/she/we/you/they], où [where], habiter [to live], nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosque (f) [mosque], librairie (f) [bookshop]<br><br>préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ____? [Where is ____?]<br><br>Tu as quel nombre? [What number have you got?], J’ai le nombre____[I’ve got number ____], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est ____ de plus que Y [X is ____ more than Y], X est ____ de moins que Y [X is ____ less than Y], soustraction (f) [subtraction], moins [less/subtract], fait [equals/makes] armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], |

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|  | <p>La salle de classe (f) [classroom], la cour de récréation (f) [playground/yard], la bibliothèque (f) [library], la salle de musique (f) [music room], la salle d’informatique (f) [ICT room], le couloir (m) [corridor], le terrain de jeux (m) [playing field], la grande salle (f) [hall], le bureau (m) [school office/reception], le bureau du directeur (m) [Head Teacher’s office – male], le bureau de la directrice (m) [Head Teacher’s office – female], la cantine (f) [canteen/dining hall], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], je suis dans... [I am in...], je suis sur... [I am on...].</p> <p>Lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes amis [to talk with my friends], utiliser l’ordinateur [to use the computer], jouer au basket [to play basketball], danser [to dance], Qu’est-ce que tu aimes faire ? [What do you like to do?], J’aime... [I like...].</p> | <p>[moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?].</p> | <p>[visit], marcher [walk], voyager travel], se reposer [rest], aller [go], manger [have/eat], les bâtiments célèbres (m) [famous buildings], le long de [along], le parc (m) [park], un spectacle musical (f) [a musical show], un repas délicieux (m) [a delicious meal], les édifices religieux (m) [religious buildings], les marchés (m) [markets], un défilé de mode (m) [a fashion show]</p> <p>Un directeur(m) une directrice (f) [manager/manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer]<br/>un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]</p> <p>J’habite en/au ..... [I live in.....] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p> | <p>tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair]</p> <p>ordinal [ordinal], nombre (m) [number], premier (m) /première (f) [first], deuxième (m/f) [second], troisième [third], quatrième [fourth], cinquième [fifth], sixième [sixth], septième [seventh], dernier (m) / dernière (f) [last], è grave [‘e’ with grave accent], days of the week</p> |
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|              | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Time (When?) | <p><b><u>Knowledge</u></b><br/>By the end of the unit children know how to:</p> <ul style="list-style-type: none"> <li>- Say and order the days of the week</li> <li>- Say and order the months of the year</li> <li>- Count to 11- 31</li> <li>- Say dates such as today and their birthday</li> <li>- Identify the correct language for yesterday and tomorrow</li> <li>- Say and write a sentence to tell the time (o’clock and half past)</li> <li>- Say and write a sentence to tell the time (quarter past and quarter to)</li> <li>- Count in 5s to at least 60</li> <li>- Understand the terms avant and apres</li> <li>- Answer questions about a TV schedule</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>Knowledge</u></b><br/>By the end of the unit children know how to:</p> <ul style="list-style-type: none"> <li>- Recognise number words in spoken sentences</li> <li>- Say numbers larger than 100</li> <li>- Recognise when someone is saying the date</li> <li>- Use numbers in a sentence correctly</li> <li>- Use past tense words</li> <li>- Tell the time using French phrases used for am and pm</li> <li>- Tell the time in 24 hour times</li> <li>- Read and interpret timetables in 24 hour times (o’clock, half past, quarter past and quarter to)</li> <li>- Say and write a sentence to tell the time (5-minutes)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Vocabulary   | <p><b><u>Cycle 1 - Time</u></b><br/>Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C’est combien? [How many is that?], Ça fait combien? [How many does that make?]</p> <p>lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], Dimanche [Sunday], la semaine (f) [week], C’est quel jour ? [What day is it?]</p> <p>janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August],</p>                                                        | <p><b><u>Cycle 2 – What’s The Time?</u></b><br/>Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o’clock], ...heure(s) et demie [half past...]</p> <p>Je me leve [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth], Je vais a l’école [I go to school], Je mange mon déjeuner [I eat my lunch], Je rentrer chez moi [I go home], Je regarde la television [I watch television], Je mange mon diner [I eat my dinner], Je fais mes devoirs [I do my homework], Je me couche [I go to bed].</p> | <p><b><u>Cycle 1 – Time Travelling</u></b><br/>cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], numbers 1-99.</p> <p>avoir [to have], j’ai [I have], tu as [you have (informal, singular)], il/elle/on a [he/she/it/one has], vous avez [you have (plural/singular formal)], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?], conjugation.</p>                                                                                                                                                     | <p><b><u>Cycle 2 – All In A Day</u></b><br/>Du matin [in the morning], de l’après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].</p> <p>moins cinq [five to], moins dix [ten to], moins vingt [twenty to], moins vingt-cinq [twenty five to].</p> <p>Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l’heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l’avion (m) [plane].</p> |

## Progression of Knowledge and Skills: French

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|  | <p>septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month]</p> <p>mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first]</p> <p>quelle (f) [what], date (f) [date], fête (f) [festival], aujourd’hui [today]</p> <p>calendrier (m) [calendar], date (f) [date], aujourd’hui [today], demain [tomorrow], hier [yesterday], c’est [it is], c’était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p> | <p>Qu’est-ce qui passe à la télévision ? [What’s on television?], à...heure(s) [at...o’clock], à... heure(s) et demie [at half past...], C’est [it’s...]</p> <p>Et quart . . . [quarter past. . .], moins le quart . . . [quarter to . . .]</p> <p>la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l’anglais (m) [English], l’éducation physique (f) [P.E], l’informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l’histoire (f) [History], les sciences (f) [Science], avant [before], après [after], est [is], sont [are].</p> <p>Combien de minutes? [How many minutes?], Il y a ... [There are], de... [from] a...[from].</p> | <p>histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar], numbers 1-2000+.</p> <p>naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb], passé composé [past tense], naissance [birth], verb, tense, auxiliary, infinitive, past participle, numbers 1-31, months, year numbers, date of birth, gender.</p> <p>je suis [I am], tu es [you are – informal singular], il/elle/on est [he/she/one is], nous sommes [we are], vous êtes [you are – formal / plural], ils/elles sont [they are], mourir [to die – infinitive verb], mort(e)(s) [died – past participle], passé composé [past tense], conjugate.</p> | <p>La semaine d’école [the school week],</p> |
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|           | KS1                                                                                                                            | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Listening | Children in KS1 will be introduced to key words or phrases to practice and learn which will support their transition into KS2. | Children will be able to: <ul style="list-style-type: none"> <li>- understand a range of familiar spoken phrases</li> <li>- develop understanding of the sounds of individual letters and groups of letters</li> <li>- listen to and understand some simple songs and rhymes</li> </ul>                                                                                                                                                                                               | Children will be able to: <ul style="list-style-type: none"> <li>- understand the main points from a short spoken passage made up of familiar language</li> <li>- undertake extended listening exercises (paragraphs and songs)</li> <li>- recognise rhyming sounds;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| Speaking  | Children will be introduced to French songs and rhymes.                                                                        | Children will be able to: <ul style="list-style-type: none"> <li>- say and repeat single words and short simple phrases</li> <li>- Answer simple questions and give basic information</li> <li>- Use the correct pronunciation when speaking</li> <li>- use a dictionary/the internet to develop topic vocabulary further</li> </ul>                                                                                                                                                  | Children will be able to: <ul style="list-style-type: none"> <li>- ask and answer simple questions and talk about their interests</li> <li>- speak with increasing confidence, fluency and intonation, finding ways to communicate what they’re trying to say.</li> <li>- Take part in short conversations using sentences and familiar vocabulary</li> <li>- give a short prepared talk on a topic</li> <li>- join in traditional songs and rhymes</li> <li>- confidently use a bilingual dictionary</li> </ul>                                                                                                                                                                            |
| Reading   |                                                                                                                                | Children will be able to: <ul style="list-style-type: none"> <li>- recognise understand and read out some familiar words and phrases</li> <li>- read aloud some simple words or phrases</li> </ul>                                                                                                                                                                                                                                                                                    | Children will be able to: <ul style="list-style-type: none"> <li>- understand the main points and some of the detail from written texts or passages</li> <li>- read a variety of simple texts</li> <li>- read with expression and accurate pronunciation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Writing   |                                                                                                                                | Children will be able to: <ul style="list-style-type: none"> <li>- write or copy simple words or symbols correctly</li> <li>- write one or two short sentences to a model, filling in simple words</li> </ul>                                                                                                                                                                                                                                                                         | Children will be able to: <ul style="list-style-type: none"> <li>- write a few short sentences</li> <li>- write a short text on a familiar topic</li> <li>- extend a description using adjectives and conjunctions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Grammar   |                                                                                                                                | Children will be able to: <ul style="list-style-type: none"> <li>- Understand the concept of gender (masculine, feminine) and which article to use with different nouns.</li> <li>- say that un/une relate to masculine &amp; feminine nouns;</li> <li>- Use negative form</li> <li>- Recognise there is a difference between formal and informal language</li> <li>- write a sentence with an adverbial phrase, e.g. I like</li> <li>- use simple past and present tenses</li> </ul> | Children will be able to: <ul style="list-style-type: none"> <li>- make nouns/adjectives ‘agree’ according to their gender and number;</li> <li>- correctly use adjectives in a sentence</li> <li>- Use personal pronouns</li> <li>- make simple statements using the 3rd person</li> <li>- use 1st person possessive adjectives confidently and recognise that third person is different;</li> <li>- join two clauses with ‘et’ or ‘mais’ appropriately</li> <li>- can chose the correct tense of the verb être (present or imperfect);</li> <li>- choose the correct form to go with the subject of the sentence;</li> <li>- identify auxiliary verb and past participle verb;</li> </ul> |