



Curriculum Knowledge, Skills & Progression

Modern Foreign Languages
(French)

R. Storer Feb 2023

Hollinhey Primary School – French LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec / KS1	Languages Day & Informal occasional embedded spoken French via games, songs, actions and rhymes over the year to include colours, numbers and greetings.					
Y3	<u>Culture – Where is France?</u> <u>All About Me - Greetings</u> <u>Numbers - 20</u>	<u>Calendar – Days & Months</u> <u>Weather – What’s the weather today?</u>	<u>Clothing – Basic clothing</u> <u>My Body – Main body parts</u>	<u>My Town</u> <u>Animals – Family Pets</u>	<u>Food – The Hungry Caterpillar – Basic Food</u>	<u>Sports & Hobbies – Simple Sports and Phrases</u>
Y4	<u>Culture – Where in the world speaks France?</u> <u>Family – My Family & Age</u> <u>Numbers - 31</u>	<u>Calendar – Revise days & months. Use time vocab</u> <u>Weather – Describe past, present, future weather</u>	<u>Clothing – Outfits for particular activities</u> <u>My Body and Face</u>	<u>My Town</u> <u>Animals - At the farm & zoo</u>	<u>Food – Simple Foods in a Cafe</u>	<u>Sports & Hobbies Describing sports and hobbies they like & dislike</u>
Y5	<u>Culture – French Festivals</u> <u>Family & Friends – Describe friends and family</u> <u>Numbers - 100</u>	<u>Calendar – Time</u> <u>Weather – Seasons – Planets</u>	<u>Clothing</u> <u>My Body – Descriptions & Appearance</u>	<u>Towns & Cities</u> <u>Animals - Descriptions</u>	<u>Food – Describing likes and Dislikes</u>	<u>Sports & Hobbies Describing hobbies and sports they do during the week</u>
Y6	<u>Culture – Focus on Mali & French History</u> <u>Revision of Family & Friends / People in the community.</u> <u>Revision of Numbers</u>	<u>Calendar – Timetables</u> <u>School Subjects</u>	<u>Clothing</u> <u>My Body – Feeling unwell</u>	<u>Town Amenities</u> <u>Describing different places to live</u>	<u>Food – Creating a healthy menu</u>	<u>Sports & Hobbies Finding out about and planning sporting events.</u>

Hollinhey Primary School –Progression of Skills in French

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
Listening: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>To listen and respond to familiar spoken words and phrases.</p>	<p>To listen and respond to familiar words and phrases by joining in.</p> <p>To listen out for specific phonemes, words and phrases.</p> <p>To use knowledge of prior learning to work out the meaning of some new words.</p>	<p>To listen attentively and begin to understand more complex sentences.</p>	<p>To listen carefully and respond to the main points / opinions in short spoken texts.</p> <p>To understand longer more complex pieces of information.</p>
Ideas for Learning:	<ul style="list-style-type: none"> Numbers to 20 –begin to know up to 31. Basic classroom instructions Basic greetings <p>e.g. Hold up a picture / Respond to different pictures</p> <p>Count to 20 and respond appropriately to number games and activities. Begin to understand numbers 20 – 31.</p> <p>Understand and respond to a range of classroom instructions e.g. écoutez, fermez vos cahiers etc.</p>	<ul style="list-style-type: none"> Numbers to 31 and multiples of 10 up to 100. Further classroom instructions. Greetings and getting to know you – age, where you live, likes and dislikes. <p>Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</p>	<ul style="list-style-type: none"> Numbers to 100 Listening to texts / conversations about money. French alphabet. Further greetings to include emotions. <p>To figure out the key ideas in a story or poem.</p> <p>To work out higher numbers for dates / prices e.g. toys in the pocket money unit.</p> <p>To recognise letters of the alphabet.</p> <p>To be able to follow simple instructions.</p>	<ul style="list-style-type: none"> Using knowledge of numbers to listen and respond to the time. Greetings with emotions and reasons to explain those emotions. <p>To listen to longer texts / stories - not always by the teacher e.g. presentations online / poems online etc with native French speakers</p> <p>To listen and respond to numbers in other concepts e.g. dates and time, measurements / quantities.</p> <p>To listen to conversations between people and describe their feelings.</p>

Hollinhey Primary School –Progression of Skills in French

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p>Speaking</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences 	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>To communicate by attempting to ask and answer questions.</p> <p>Present short pieces of information.</p> <p>To develop the patterns and sound of language to help develop accurate pronunciation and intonation.</p>	<p>To engage in short conversations: ask and answer questions and express opinions.</p> <p>To use simple conjunctions to build more complex spoken sentences (et, mais, parce que)</p> <p>To prepare a performance of a song / poem to an audience.</p>	<p>To initiate and sustain longer conversations.</p> <p>To describe pieces of information.</p> <p>To begin to use the past tense.</p> <p>To present to an audience.</p>
<p>Ideas for Learning:</p>	<ul style="list-style-type: none"> Basic greetings Name, age, where you live Simple likes and dislikes – colours / food. <p><i>Use simple greetings, ask and respond to how you are</i></p> <p><i>To say your name, age and where you live.</i></p>	<ul style="list-style-type: none"> Further greetings. Use nouns and adjectives to talk about themselves e.g. I have brown hair. Talk about hobbies and interests e.g. I like football. <p><i>To describe a situation for example, how you travel to school.</i></p> <p><i>To begin to give opinions e.g. express likes / dislike of different colours.</i></p>	<ul style="list-style-type: none"> To use conjunctions when saying sentences e.g. I have brown hair and blue eyes. I like apples but I don't like pears. Take part in conversations expressing likes and dislikes. To give simple instructions e.g. directions / recipes. <p><i>To take part in conversations to express personal preferences e.g. I like the skateboard but I don't like the football.</i></p> <p><i>To present information e.g. Venus is a planet next to ETo arth.</i></p>	<ul style="list-style-type: none"> To describe time linking to daily activities e.g. I get up at 7am. Justify opinions e.g. I like netball because it is fun. Provide descriptions of towns and countries. Speak about things in the past – Yesterday I ate....The weather was..... <p><i>To use numbers to say the time.</i></p> <p><i>To use conversation language to describe where you live / what is in a town.</i></p> <p><i>To give opinions with reasons e.g. I like chocolate because it's smooth and tasty.</i></p> <p><i>To begin to describe events that took place in the past tense.</i></p>

Hollinhey Primary School –Progression of Skills in French

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
Reading <ul style="list-style-type: none"> <i>read carefully and show understanding of words, phrases and simple writing</i> <i>appreciate stories, songs, poems and rhymes in the language</i> 	<p>Recognise and understand some familiar written words and phrases.</p> <p>Show awareness of sound-spelling links</p>	<p>Read and understand words, phrases and simple texts.</p> <p>To begin to appreciate stories, songs, poems and rhymes in French.</p> <p>Follow a text whilst listening and reading at the same time.</p>	<p>To begin to read and comprehend longer texts including stories and poems.</p> <p>Read a range of texts with new vocabulary and vocabulary from prior learning.</p>	<p>To read aloud from a text using expression.</p> <p>To read and comprehend short passages of text.</p> <p>To use a dictionary with confidence to aid understanding.</p>
Ideas for Learning:	<ul style="list-style-type: none"> Classroom Items Animals (pets) Basic adjectives e.g. size and colour <p><i>Read and understand familiar nouns e.g. items in a pencil case / different animals. Extend to adjectives e.g. colours</i></p>	<ul style="list-style-type: none"> Parts of the body Describing the colour / size of animals in a story / text. <p><i>To begin to read simple texts such as Jack and the Beanstalk and make comments on the events in the story.</i></p> <p><i>Use strategies to work out new vocabulary.</i></p>	<ul style="list-style-type: none"> Animals – extend range from Y3/4 Weather Planets Stories / poetry. <p><i>To read information from a range of sources e.g. stories, songs, poems and non-fiction e.g. short passages about the planets.</i></p> <p><i>These texts should include familiar and new words.</i></p>	<ul style="list-style-type: none"> Weather Forecasts Town and Country descriptions Daily Routines Menus <p><i>To read unfamiliar texts with appropriate expression and attempt the correct pronunciation. (e.g. a Paris)</i></p> <p><i>When presented with short texts, show understanding of key ideas.</i></p> <p><i>To use a dictionary to look up unfamiliar words.</i></p>

Hollinhey Primary School –Progression of Skills in French

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p>Writing</p> <ul style="list-style-type: none"> <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>describe people, places, things and actions orally* and in writing</i> 	<p>Write some simple words using modelling and some from memory.</p>	<p>To write phrases based on modelled ideas and to extend by writing from memory.</p>	<p>To write sentences and short texts based on models.</p> <p>To use a dictionary to check spelling and extend written vocabulary.</p>	<p>To write sentences and paragraphs using models and extend to write from memory using grammatically correct structures where possible.</p>
Ideas for Learning:	<ul style="list-style-type: none"> Write basic greetings. Simple phrases about animals. Sentences about food and drink. <p><i>Write simple noun phrases e.g. a green frog, Fill in gaps of short descriptions.</i></p>	<ul style="list-style-type: none"> Further greetings Simple sentences about themselves and other people. <p><i>To begin to write short sentences about an idea or story e.g. He is a small boy.</i></p>	<ul style="list-style-type: none"> Toys and Pocket Money Sports Weather <p><i>Write a few simple sentences linked to an idea e.g. pocket money and toys, the planets or the weather.</i></p> <p><i>Children to attempt to add simple conjunctions e.g. and, but etc.</i></p>	<ul style="list-style-type: none"> Towns and countries Time Daily routines Café dialogue <p><i>To write a short text based on a modelled idea .e.g describing where you live. To use adjectives where possible and demonstrate an awareness of gender agreement.</i></p>

Hollinhey Primary School –Progression of Skills in French

Skills & DfE Attainment Targets	Year 3	Year 4	Year 5	Year 6
<p>Grammar</p> <p>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>To become familiar with masculine and feminine words and how this affects adjectives.</p> <p>To begin to apply correct spelling and pronunciation of plural forms of words.</p> <p>To have a better understanding of the 1st person singular of regular verbs</p>	<p>To understand the use of regular verbs.</p> <p>To begin to learn the use of the negative form.</p> <p>To become more confident using adjectives and their correct agreements.</p>	<p>To begin using a range of conjunctions and connectives.</p> <p>To be familiar with the concept of whole regular verb conjugations.</p>	<p>To introduce the concept of whole irregular verb conjugations.</p> <p>To recognise cognates.</p>

Key French Units – Vocabulary / Phrases / Grammar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec / KS1	Languages Day & Informal occasional embedded spoken French via games, songs, actions and rhymes over the year to include colours, numbers and greetings.					
Y3	<p><u>Culture – Where is France?</u></p> <ul style="list-style-type: none"> • Where is France? • What major cities are there in France? • What is Paris like? <p><u>All About Me – Greetings</u></p> <p>Basic Greetings How are you? Introducing yourself – Je m'appelle...</p> <p><u>Numbers</u></p> <p>Numbers to 30 Correct pronunciation</p>	<p><u>Calendar – Days & Months</u></p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Correct pronunciation <p><u>Weather – What's the weather today?</u></p> <ul style="list-style-type: none"> • What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places 	<p><u>Colours</u></p> <p>Learn basic colours of the rainbow.</p> <p><u>Clothing – Basic clothing</u></p> <ul style="list-style-type: none"> • Basic items of clothing • School uniform <p><u>My Body – Main body parts</u></p> <p>Introduce main body parts</p> <p>Song: Heads, Shoulders Knees & Toes</p>	<p><u>My Town</u></p> <ul style="list-style-type: none"> • Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live <p><u>Animals – Family Pets</u></p> <ul style="list-style-type: none"> • Family pets • Likes and dislikes • Introducing your pet 	<p><u>Food – The Hungry Caterpillar – Basic Food</u></p> <ul style="list-style-type: none"> • Vocabulary for basic fruit and veg • Vocabulary and phrases from 'La chenille qui fait des trous'. • Read & respond to a story in French. 	<p><u>Sports & Hobbies – Simple Sports and Phrases</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Simple sports • Simple phrases to describe what sports they play. I play football.

Key French Units – Vocabulary / Phrases / Grammar

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Rec / KS1	Languages Day & Informal occasional embedded spoken French via games, songs, actions and rhymes over the year to include colours, numbers and greetings.					
Y4	<p><u>Culture – Where is France?</u></p> <p>Countries around the world that speak French (Les pays francophones)</p> <p><u>My Family & Me</u></p> <ul style="list-style-type: none"> Introducing your parents and siblings Talking about your family Introducing Grandparents Asking & saying your age <p><u>Numbers</u></p> <ul style="list-style-type: none"> A recap of numbers to 30 <ul style="list-style-type: none"> Numbers to 100 Phonic blends and sounds <ul style="list-style-type: none"> Spelling words 	<p><u>Calendar – Days & Months</u></p> <p>Revise days, weeks and months</p> <p>Use time vocabulary e.g. today, tomorrow</p> <p>Begin to tell the time on the hour</p> <p><u>Weather – What's the weather today?</u></p> <p>Revise from Y3</p> <p>Describe the weather using past, present and future descriptions.</p>	<p><u>Colours</u></p> <p>Revise colours and introduce gold, silver. Use additional phrases including: light blue</p> <p><u>Clothing – Basic clothing</u></p> <p>Revise Y3 clothing</p> <p>Describe what you wear to different events / at different times</p> <p>Create a 'wardrobe' with range of clothes</p> <p><u>My Body & Face</u></p> <p>Revise Y3 and learn vocab for parts of the face and to describe eyes and hair</p>	<p><u>My Town</u></p> <ul style="list-style-type: none"> How to describe places in the town How to get to my town, it's location in the country How to get to places in the town (directions) <p><u>Animals – Family Pets</u></p> <ul style="list-style-type: none"> Farm animals Zoo animals Create/design their own farm or zoo 	<p><u>Food</u></p> <p>Revise food from Y3</p> <p>Foods found in the supermarket • Creating own shopping lists</p> <ul style="list-style-type: none"> Read & respond to a story in French. 	<p><u>Sports & Hobbies –</u></p> <ul style="list-style-type: none"> Introducing hobbies Simple phrases to describe hobbies Describing sports and hobbies they like/dislike

Key French Units – Vocabulary / Phrases / Grammar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec / KS1	Languages Day & Informal occasional embedded spoken French via games, songs, actions and rhymes over the year to include colours, numbers and greetings.					
Y5	<p><u>Culture – Where is France?</u></p> <p>Children will learn about the following major festivals:</p> <ul style="list-style-type: none"> • Christmas • Easter • Bastille Day • La Fête des Voisin <p><u>My Family & Me</u></p> <ul style="list-style-type: none"> • Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family <p><u>Numbers</u></p> <ul style="list-style-type: none"> • Revise numbers to 100 • Games and activities to consolidate learning of numbers. 	<p><u>Calendar – Time</u></p> <p>Revise work from Y3/4 Tell the time on the hour, half past, quarter past & quarter to</p> <p><u>Weather – What's the weather today?</u></p> <p>Planets – focus on size, shape, colour of planets. Revise colours and use to describe the planets.</p>	<p><u>Clothing</u></p> <p>Describe outfits Comment on what s/he is wearing.</p> <p><u>My Body & Face</u></p> <p>Revise work from Y3 & Y4.</p>	<p><u>My Town</u></p> <p>Revise work from Y3 / Y4 Use sentences to describe towns & cities.</p> <p><u>Animals</u></p> <ul style="list-style-type: none"> • Describing animals (size and colour) • Animal habitats • At the pet shop 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference 	<p><u>Sports & Hobbies –</u></p> <p>Revise previous work on sports and hobbies</p> <p>Describe a typical week of sports and hobbies – diary entry.</p>

Key French Units – Vocabulary / Phrases / Grammar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec / KS1	Languages Day & Informal occasional embedded spoken French via games, songs, actions and rhymes over the year to include colours, numbers and greetings.					
Y6	<p><u>Culture – History</u></p> <ul style="list-style-type: none"> France in WWI and WWII <ul style="list-style-type: none"> Bastille Day Napoleonic War <p><u>My Family & Me</u></p> <ul style="list-style-type: none"> Initial recap of family and friends Children will learn: Introducing community members such as teachers, religious figures, neighbours, people who help us. <ul style="list-style-type: none"> Hospitals/GP surgery <p><u>Numbers</u></p> <ul style="list-style-type: none"> Revise numbers to 100 Games and activities to consolidate learning of numbers. 	<p><u>Calendar – Time</u></p> <ul style="list-style-type: none"> Revise previous work on time and calendars Children will learn: Describing dates and times linked to routines Describing and using arrival and departure times in an airport/railway station <p><u>School – Subjects and Timetables</u></p> <p>Main subjects in French schools French school routines School Timetable</p>	<p><u>Clothing</u></p> <p>Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc</p> <p><u>My Body & Face</u></p> <p>Revise work from Y3, Y4 & Y5.</p>	<p><u>My Town & Other Areas of the country</u></p> <p>Revise work from Y3 / Y4</p> <p>Describe what there is in a town e.g. shops, parks, churches, schools, theatre etc.</p> <p>Describe other towns & cities around the world.</p> <p>Describe different places to live e.g. countryside, villages, seaside etc.</p>	<p><u>Food</u></p> <ul style="list-style-type: none"> Writing a menu for school Creating a healthy eating menu Practise ordering foods in a restaurant or shop 	<p><u>Sports & Hobbies –</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> Describing and planning a sporting event. This could link to the Olympics or Sports Day <p><u>The future – Jobs & Occupations</u></p> <p>Future aspirations What I want to study at school / university Building sentences.</p>

Hollinhey Primary School – French Endpoints – Autumn 1

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> France and its major sights Greetings 	<ul style="list-style-type: none"> France and the wider world My Family 	<ul style="list-style-type: none"> French Festivals Family & Friends 	<ul style="list-style-type: none"> French speaking countries Family, Friends and the wider community
Composites	<ul style="list-style-type: none"> Locate France and its major landmarks Basic greetings including name Numbers 1 - 10 	<ul style="list-style-type: none"> Find out about other countries that speak French Talk about your family Numbers to 30 	<ul style="list-style-type: none"> Find out about major French festivals Describe family and friends Numbers 1 - 100 games and activities 	<ul style="list-style-type: none"> Investigate and learn about a French speaking country Learn French names for different people in the community. Activities to consolidate learning of numbers to 100

Endpoints

<p>Listening Speaking Reading Writing Grammar & Phonics</p>	<p>I can respond to basic greetings: hello and goodbye. I can respond to questions about numbers 1-10 and say which numbers have been spoken.</p> <p>I can count to 10. I can name 3 landmarks in Paris and 3 major cities in France.</p> <p>I can read numbers to 10 confidently. I can read and understand basic greetings.</p> <p>I know how to write down simple greetings accurately: hello / goodbye / how are you?</p>	<p>I can listen and respond to names of countries around the world that speak French. I can listen to and respond to questions about family. I can listen to and respond to French numbers to 30 in games and activities. I can say the names of French speaking countries. I know how to describe family members e.g. parents and siblings using simple sentences (e.g. I have one brother). I can say numbers confidently to 30. I know how to write basic sentences about family. I can spell numbers with increasing accuracy to 30.</p>	<p>I can listen to and respond to information about French festivals. I can listen to and respond to questions about family and friends. I can listen to and respond to numbers 30 – 69.</p> <p>I can describe (say) family and friends using sentences with name and age eg My Dad is called Paul and he is 38 years old.</p> <p>I can write about family members (as above). I can spell with increasing accuracy numbers to 69.</p>	<p>I can listen carefully to descriptions about French speaking countries and members of the community. I can listen and respond to games and activities involving numbers to 100 I can present information in French about a French speaking country. I can read texts about different countries / stories with appropriate expression. I know how to write sentences about French speaking countries that are mainly grammatically correct.</p>
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Hollinhey Primary School – French Endpoints – Autumn 2

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> Calendars and the Weather 	<ul style="list-style-type: none"> Weather & Time 	<ul style="list-style-type: none"> Time Describing the Planets 	<ul style="list-style-type: none"> Timetables and Schools
Composites	<ul style="list-style-type: none"> Days of the week Months of the year Basic weather phrases 	<ul style="list-style-type: none"> Use time vocabulary Tell the time on the hour Revise days of the week and months of the year. Further weather phrases with conjunctions ‘et and ‘mais’. 	<ul style="list-style-type: none"> Further time vocabulary. Tell the time on the hour and half past the hour. Describing planets 	<ul style="list-style-type: none"> Tell the time to the nearest minute and use quarter past / quarter to. 24 hr time Read and interpret timetables. French schools
Endpoints				
Listening Speaking Reading Writing Grammar & Phonics	I can listen to and respond to questions and activities about days of the week and months of the year. I can say the French days of the week in order. I can say the French months of the year in order. I can respond to questions about the weather. I can say basic weather phrases. I can write basic weather phrases in French with some accuracy.	I can listen to and respond to time phrases on the hour. I can say what time it is on the hour e.g. It’s two o’clock. Il est deux heures. I can write down basic time phrases. I know how to use conjunctions to join two weather phrases e.g. It is hot and sunny or It’s raining but it’s cold.	I can listen to and respond to time statements on the hour and half past the hour. I can say what time it is using half past e.g. Il est deux heures et demie. I can name the planets in French. I can describe the planets using colour and size adjectives. I know the size adjectives come before the noun.	I can listen and respond to time statements including to the nearest minute, quarter past and quarter to. I can say what time it is using 12hr / 24 hr. I can read a basic timetable – school & transport. I can talk and write about which school subjects I like / dislike. I can make comparisons between French and English schools.

Hollinhey Primary School – French Endpoints – Spring 1

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> Colours My Body 	<ul style="list-style-type: none"> My Body and Face Describing Monsters 	<ul style="list-style-type: none"> Clothing Revision of body / face & appearances 	<ul style="list-style-type: none"> Further body parts Ailments and illnesses
Composites	<ul style="list-style-type: none"> Learn basic colours of the rainbow Colours song and games Know body parts – heads, shoulders, knees, toes, eyes, ears, mouth and nose 	<ul style="list-style-type: none"> Further body / face parts including eyes, hair, teeth Know with confidence colours of rainbow. Describe appearance of a monster. 	<ul style="list-style-type: none"> Know body and face vocabulary from Y4. Recognise and say nouns for different clothing items and accessories. Describe clothing using size and colour adjectives. 	<ul style="list-style-type: none"> Recognise and use further vocabulary for the body e.g. throat, arm, ankles & back. Say and write down phrases to describe an illness or pain. E.g. I have a bad back: J'ai mal au dos. To describe clothing worn at different times of the year.
Endpoints				
Listening Speaking Reading Writing Grammar & Phonics	<p>I know the colours of the rainbow in French.</p> <p>I can respond to questions about colours e.g What colour is this? It is....</p> <p>I can join in with songs, games and other activities about colours.</p> <p>I know some body parts and can say them in French.</p> <p>I can join in a song about those body parts.</p> <p>I can begin describing body parts with colours e.g. blue eyes, red mouth.</p>	<p>I know the vocabulary for different parts of the body and head.</p> <p>I can join in and respond to activities about parts of the body</p> <p>I can draw a monster by listening to the description e.g. They have 4 arms.</p> <p>I can label a monster and write noun phrases with accurate adjective agreement.</p> <p>I can draw and describe my own monster with accurate adjective agreement.</p>	<ul style="list-style-type: none"> I can say the nouns for different items of clothing and accessories e.g. shirt, trousers, skirt, hat, gloves. I can label items of clothing with accuracy. I can respond to questions about clothing. I can describe outfits orally and in writing using accurate adjective agreements. I can use the verb 'porter' (to wear) when describing an outfit. 	<ul style="list-style-type: none"> I know and can say further nouns for different body parts – feminine, masculine or beginning with a vowel e.g. le dos, la gorge, le bras I can respond to statements about illnesses and ailments – e.g. I can point to my back if the statement is: J'ai mal au dos. I can say and write with accuracy statements about illness and ailments. I can describe orally and in writing what clothes I would wear at different times of the year. I can respond to questions about clothing and what someone is wearing.

Hollinhey Primary School – French Endpoints – Spring 2

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> Animals 	<ul style="list-style-type: none"> All Around Town 	<ul style="list-style-type: none"> Travelling in my town: transport and directions 	<ul style="list-style-type: none"> A French Town & Home
Composites	<ul style="list-style-type: none"> Know and say the nouns for different animals. Learn plural / feminine / masculine agreement of animal nouns. Read and respond to a story – ‘Brown Bear’. 	<ul style="list-style-type: none"> Say where you live Learn nouns for facilities in a town. Describe your local town. 	<ul style="list-style-type: none"> Describe different types of transport Say how they get to school Follow and give basic directions. Know points on a compass. 	<ul style="list-style-type: none"> Revise places in a town (Y4) Use verbs to describe what they do in a town e.g. I go to the library to read a book. To describe and respond to rooms in a house.
Endpoints				
Listening Speaking Reading Writing Grammar & Phonics	I can say the nouns for at least 10 different animals. I can say if I have an animal using ‘J’ai’ (I have). I can listen to and respond to questions and statements about animals. I can describe animals using colour adjectives. I can listen to and understand a story in French about animals.	I can say where I live. I can say the masculine and feminine places in a town e.g. shop, church, school, cinema. I can use the possessive adjectives ma / mon / ta / ton (my / your) when describing my town. I can use the preposition ‘dans’ to say and write sentences about my town. I can use the phrase ‘there is / there isn’t’ (il y a / il n’y a pas) to describe what there is in town. I can respond to questions about what there is in a town.	<ul style="list-style-type: none"> I can recognise and say different nouns for forms of transport. I can describe orally and in written form how I get to school and other destinations. (e.g. Je vais à l’école en bus). I can follow simple directions to arrive at a destination. E.g. turn left, turn right, go straight on. I can write and say simple directions. I know the French points on a compass and can follow instructions using these e.g. face north, point to the south etc. 	<ul style="list-style-type: none"> I can say different places in a town. I can use prepositions to describe where places are in a town e.g. The library is opposite the town hall. I know different nouns for household rooms and items. I can describe my home using sentences with conjunctions. Eg ‘In my home we have 3 bedrooms and two bathrooms. ‘

Hollinhey Primary School – French Endpoints – Summer 1

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> The Hungry Caterpillar – La chenille qui fait des trous 	<ul style="list-style-type: none"> Food Glorious Food 	<ul style="list-style-type: none"> Mmmmm delicious! 	<ul style="list-style-type: none"> Au café
Composites	<ul style="list-style-type: none"> Vocabulary for basic food linked to the story ‘The Very Hungry Caterpillar’. Revise days of the week. Recognise and respond to questions about a story in French. Write own version of the story. 	<ul style="list-style-type: none"> Learn nouns for different fruit and vegetables. Ask for different fruit and vegetables. Know numbers to 69. Say how much something costs Give preferences – likes and dislikes. 	<ul style="list-style-type: none"> Learn nouns for drinks, sandwiches and breakfast items. Request different foods Give food preferences with adjectives e.g. I like because it’s..... 	<ul style="list-style-type: none"> Create different menus e.g. for school, in a café Café role play Know vocabulary for food drinks, money Recognise and say different ice cream flavours

Endpoints

Listening Speaking Reading Writing Grammar & Phonics	<p>I know the nouns for the foods in the story, ‘The Very Hungry Caterpillar’ / ‘La chenille qui fait des trous’.</p> <p>I can recognise, write and say the days of the week in French.</p> <p>I can listen to and understand a story in French.</p> <p>I can retell a story in French (orally and in writing). I may use a picture frame to help.</p>	<p>I know the nouns for at least 10 different fruits and vegetables (up to 16).</p> <p>I can ask for fruit and vegetables using ‘Je voudrais’ and respond to questions.</p> <p>I know how to count to 69 in French.</p> <p>I can ask and say how much something costs.</p> <p>I can say which fruit and vegetables I like or dislike.</p>	<ul style="list-style-type: none"> I know the nouns for a selection of drinks, breakfast items and sandwiches. I know how to order a pizza with different toppings. I can describe food preferences using ‘because’ / ‘parce que’ I know and can use different adjectives to describe foods. 	<ul style="list-style-type: none"> I can say and describe different types of food that might be on a café or school dinner menu. I can use the vocabulary and grammar needed to order food in a café. I can create a menu for a café. I can recognise, say and write down different flavoured ice creams. I can give prices using different amounts of money up to 100 confidently e.g. deux euros quatre-vingt dix.
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Hollinhey Primary School – French Endpoints – Summer 2

Each year group will share the composite for learning over time in each unit and the main endpoints needed to achieve the composite.

	Year 3	Year 4	Year 5	Year 6
Theme	<ul style="list-style-type: none"> In the classroom 	<ul style="list-style-type: none"> Sports & Hobbies 	<ul style="list-style-type: none"> Sport & Exercise 	<ul style="list-style-type: none"> Sports, hobbies & when I grow up
Composites	<p>Respond to classroom instructions</p> <p>Know the vocabulary for different classroom items</p> <p>Respond to questions about classroom nouns</p> <p>Describe items in a pencil case</p> <p>Know with confidence numbers to 30</p>	<p>Learn regular verbs linked to hobbies e.g. sing, danse, read draw, play</p> <p>Learn the correct verb agreements e.g. je danse, nous dansons</p> <p>Describe what hobbies they like / not like</p>	<ul style="list-style-type: none"> Say different sports. Give opinions on sports Describe what sports might be done in different weather. Say what clothes are worn for different sports. 	<ul style="list-style-type: none"> Revise sports and hobbies covered in Y4 & Y5. Describe when they do sports and hobbies using time vocabulary Know the names of different jobs. Describe what they would like to do in the future.

Endpoints

<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar & Phonics</p>	<p>I can use the verb ‘avoir’ (to have) to describe what I have in my pencil case.</p> <p>I can accurately label items in a pencil case.</p> <p>I can write simple sentences about items in a pencil case (dans ma trousse, j’ai).</p> <p>I can say numbers to 30 and respond to songs and games about numbers.</p>	<p>I can listen to and respond to statements about hobbies.</p> <p>I can name different hobbies shown in French or label hobbies in French.</p> <p>I can say and write my hobbies in simple sentences.</p> <p>I can use correct present tense verb agreements linked to hobbies.</p> <p>I can say which hobbies I like / dislike.</p>	<ul style="list-style-type: none"> I can recognise and say different sports. I can say and write about sports I play, don’t play. Do or don’t do. I know how to give opinions on sports. I can say what sports are played in different weather. I can describe what clothes are worn for different sports. 	<ul style="list-style-type: none"> I know how to use time vocabulary and conjunctions to write a diary about my activities during the week. I can say what hobbies and sports I do during the week. I can recognise, say and write with accuracy the nouns for different jobs. I can use the future tense of être to talk about what I will do as an adult.... Quand je serai grand (e) I can listen to and respond to questions about the future. E.g. He will be a I will be a.
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