

Red writing – taught in a different topic

CYCLE A	Year 3/4	Year 5/6
National Curriculum	Pupils should be taught to: ♣ 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 ♣ 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* ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop understanding of new words that are introduced into written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally and in writing Languages – key stage 2 3 ♣ 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.	
Knowledge Getting to know you Y3/4 Pleased to meet you Y5/6	I can say hello for different times of day. I can introduce myself to someone else. I can ask another person their name I can use 'Comment ça va?' as a question. I can say goodbye in a variety of ways. I can say the numbers 0-10 in French. I can join in when the numbers are in a song. I can use number words in my sentences. I can ask how old someone is. I can say my own age	talk about what they want to do when they grow up investigating typical French names I can describe emotions I can predict what's going to happen. I can Describe myself I can use key words for descriptions. I can count in French.
Knowledge	I can name colours.	I can describe the colour of clothes

All about me (Y3/4) Lets go shopping (Y5/6)	I can name body parts. To understand and respond to action words. To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns. I understand basic grammar of feminine and masculine noun in the context of clothing To use simple conjunctions to link vocabulary for clothes and accessories.	I can calculate costs from clothing shopping lists I can recognise French coins I can use action words
Knowledge Food Glorious Food (Y3/4) That's tasty (Y5/6)	I can request something to eat To use determiners for identifying quantities in making polite requests state preferences about food. To use the definite article when generalising. To give a preference for or against things. To describe the colour(s) of an object by modifying adjectives Describing objects by size. To begin to place adjectives appropriately before or after the noun they modify.	I can label hot and cold drinks. I can read opening/closing times of a restaurant I can name breakfast items I can describe preferred sandwich types, including size I can choose and use adjectives to describe food types I can use the correct French form for 'some' I can say which pizza toppings to have.
Knowledge On the move (Y3/4) All in a day (Y5/6)	To use the verb 'to go' in a simple sentence. To recognise and pronounce a familiar spelling pattern in different words To give directions To name transport types	I can say and write a sentence to tell the time I can tell the time using French phrases to describe a.m. and p.m. times. I can read carefully and show understanding of words, phrases and simple writing; in the context of reading arrival and departure boards
Knowledge Where in the world (Y3/4) Our precious planet (Y5/6)	To name countries and capitals of the United Kingdom. I know of countries of the world where French is spoken I know how to use a French/ English dictionaries and/or online translators I know that because a continent is always feminine the preposition 'en' is always used for 'in'. I can name animals in a zoo I can speak a sentence describing the weather	To broaden vocabulary and develop ability to understand new words in the context of environmental challenges where you live. I can use a dictionary to develop my sentences. To say what small actions I am going to take in response to the environmental challenges where I live
Knowledge Holidays and Hobbies (Y3/4) My School day (Y5/6)	I can name seasons and months I can state what the weather is like. I can answer a question about sports and hobbies orally and in writing I can speak a sentence about going on holiday.	I can say where characters are standing in the classroom. I can talk about subjects studied at school I can ask and answer questions in French about what I can do in school.

Skills Getting to know you Y3/4 Pleased to meet you Y5/6	I can use formal or informal language appropriately. I can use gestures to support my conversation. I can choose the appropriate phrase to say how I feel I can use formal and informal language. I can listen and repeat carefully. I can use music to help me remember new words. I can make up new sentences.	I can demonstrate my skills and knowledge in a variety of ways. I can respond appropriately to what someone says. I can use appropriate pronunciation to help others understand me better. I can remember appropriate language to express my ideas
Skills All about me (Y3/4) Lets go shopping (Y5/6)	To read, listen and respond to vocabulary. To demonstrate my understanding with actions. To have a simple conversation about clothes To listen and respond to instructions	I can take part in role play, speaking in French I can use the correct form of positional language. Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play I understand basic grammar rules appropriate to the language being studied
Skills Food Glorious Food (Y3/4) That's tasty (Y5/6)	To follow a familiar story in French. Appreciate stories, songs, poems and rhymes in the context of food. To begin to understand that adjective spelling depends on number and gender. To use a range of grammar structures to practise a set of vocabulary groups	I can interpret a chart written in French. I can write sentences expressing my preferences using correct spelling for number and gender
Skills On the move (Y3/4) All in a day (Y5/6)	To tell other people about types of transport To use my knowledge of actions and directions to give instructions. To combine familiar language to create a new set of sentences To give a sentence subject-verb agreement To engage in conversations; ask and answer questions, in the context of travelling round a town	I can follow a pattern to conjugate verbs. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
Skills Where in the world (Y3/4) Our precious planet (Y5/6)	I can speak and write a sentence to answer a question. I can distinguish masculine and feminine nouns. I can use the correct masculine/ feminine preposition. I can use the past tense in a sentence. I can write a sentence and adapt it to create a new sentence I can use pronouns.	To explain key environmental challenges I can see in my local area. To present ideas and information orally to a range of audiences in the context of environmental challenges and positive actions to address them

Skills Holidays and Hobbies (Y3/4) My School day (Y5/6)	I can write answers to a question, in a sentence I can use the third person plural in sentences I can present the weather forecast to a range of audiences I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition	I can use the pronouns il and elle I can show that I understand the meaning of a sentence by saying whether it is true or false I can use comparative adverbs can ask and answer questions in French, oral and written I can take part in a conversation with a partner and show it to my class.
Vocabulary Getting to know you Y3/4 Pleased to meet you Y5/6	Comment t'appelles-tu ? Je m'appelle... ça va ? Quel âge as-tu ? J'ai ...Et toi ? Numbers 0-10, colours, Bonjour ! Salut ! Hi! Au revoir ! Bonsoir ! Bonne nuit ! Bon week-end ! À bientôt ! À demain ! À tout à l'heure ! Monsieur (m) Mr Madame (f) Mrs Mademoiselle	Comment t'appelles-tu ? Je m'appelle...Où habites-tu ? J'habite à Paris. As-tu des animaux à la maison ? Oui, j'ai deux chats et un chien. Comment vas-tu à l'école ? Je vais à l'école... Quels sports aimes-tu ? J'aime X mais je déteste X Que portes-tu ?? Je porte un manteau. C'est de quelle couleur ? C'est bleu. C'est quel jour aujourd'hui ? Aujourd'hui, c'est lundi. Je suis X) • Je serai pompier. agacé (m) agacée (f) heureux (m) heureuse (f) (m) impatiente (f) anxieux (m) anxieuse (f) étonné (m) étonnée (f) (m) contente (f) fâché (m) fâchée (f) triste (m/f) gêné (m) gênée (f) effrayé (m) effrayée (f) fier (m) fière (f) fatigué (m) fatiguée (f)
Vocabulary All about me (Y3/4) Lets go shopping (Y5/6)	tapez des mains prenez posez sautez jump courez run levez la main touchez le nez tapez des pieds croisez les bras marchez asseyez-vous levez-vous rangez vos chaises taisez-vous be quiet écoutez regardez look allez-y venez au tapis répétez rangez vos affaires a tête (f) les genoux (m) les pieds (m) t les épaules les yeux (le nez	Où est... ? le magasin de chaussures (m) la fromagerie (f) la boucherie (f) la boulangerie (f) la pâtisserie (f) la bijouterie (f) le magasin de jouets (m) le magasin de vêtements (m) la confiserie (f) un manteau (m) une jupe (f) une chemise (f) un pull (m) bleu/bleue blanc/blanche jaune noir/noire rouge vert/verte gris/grise violet/violette foncé – dark clair – light marron orange rose
Vocabulary Food Glorious Food (Y3/4) That's tasty (Y5/6)	J'aime Je n'aime pas J'adore Je déteste rand/ grande big petit/ petite du/de la/ des le/la/les À quelle heure j'ai faim je voudrais s'il vous plaît merci voilà il a très faim gourmand Qu'est-ce que tu aimes ouvrez open coupez cut lavez wash sèche vert clair light green vert foncé dark green vert vif Il mange une pomme (f) une poire (f) une prune (f) une fraise (f) une orange (f) un gâteau (m) une glace (f) un cornichon (m) un morceau de fromage (m) du saucisson (m) une sucette (f) de la tarte aux cerises (f) une saucisse (f) une brioche (f) de la pastèque	(la) limonade (f) (l')eau (f) (le) jus d'orange (m) (le) coca (m) le pain aux herbes (m) le rosbif (m) la laitue (f) la baguette normale (m) le jambon (m) le poulet (m) le pain complet (m) le saucisson sec (m) l'oignon (f) les tomates (f) Pour mon petit déjeuner, je voudrais... ... une baguette (f) un croissant (m) un yaourt (m) des céréales (m) Qu'est-ce que vous désirez ? délicieux amer sucré salé chaud froid croquant mou savoureux collant crémeux délicieuse amère sucrée salée chaude froide croquante molle savoureuse collante crémeuse

Vocabulary On the move (Y3/4) All in a day (Y5/6)	je vais I go tu vas you go il/elle va nous allons vous allez ils/elles vont allez tournez tout droit à droite à gauche c'est it is la première first la deuxième second la troisième third voilà there you are bien sûr of course Pour le/la/l'..., s'il vous plaît ? Pour la piscine, s'il vous plaît ? Pour la gare, s'il vous plaît ? la troisième à gauche.. C'est tout droi une voiture un autobus un vélo à pied un cheval un train un camion un hélicoptère un avion une moto un taxi une trotinette	I est deux heures Il est trois heures Il est quatre heures Il est cinq heures Il est six heures Il est sept heures Il est huit heures Il est neuf heures Il est dix heures Il est onze heures moins cinq moins dix moins le quart moins vingt moins vingt-cinq et demie vingt-cinq vingt et quart dix cinq Q ...manges-tu ton petit déjeuner ?rentres-tu à la maison ?manges-tu ton déjeuner ?vas-tu au lit ?fais-tu tes devoirs ? ... À...
Vocabulary Where in the world (Y3/4) Our precious planet (Y5/6)	On parle français en Belgique. J'habite en X J'habite au Pays de Galles Où habites-tu ? Londres l'Écosse l'Irlande du Nord l'Angleterre Édimbourg le Pays de Galles Cardif l'ouest le nord le sud l'est Londres est la capitale de l'Angleterre une baleine (f) un bison (m) un kangourou (m) un zèbre (m) un lion (m) un cobra (m) un ours brun (m) un capybara (m) un panda (m) un ours polaire (m) un pingouin (m) un renne (m) De quel continent vient-il/elle ? Il/elle vient de... l'Équateur.	Je vais... I'm going... Je voudrais... I would like... recycler éteindre la lumière fermer le robinet utiliser les poubelles circuler à pied ramasser les déchets planter des arbres protester Dans ma ville... ..il y a beaucoup de... ...there is/are a lot of... ..il n'y a pas beaucoup de... de l'air pollution de l'eau pollution lumineuse déchets poubelles industrielles verdure
Vocabulary Holidays and Hobbies (Y3/4) My School day (Y5/6)	janvier février mars avril mai juin juillet août septembre octobre novembre r décembre Quel temps fait-il aujourd'hui il fait chaud il fait froid il fait nuageux il fait du vent il fait du brouillard il pleut il neige il gèle ... Tu aimes... ? Do you like...? Mon, ma and mes mean my. Mon is used for masculine nouns, ma for feminine nouns and mes Où ? Je vais... .. en France au Canada au Pays de Galles en Écosse en Belgique au Portugal Comment ? à vélo en train en bateau à cheval en voiture en avion en bus à pied Avec qui ? avec... with... ma maman/ mon papa ma sœur/ mon frère mes sœurs/ mes frères J'aime... J'adore... Je n'aime pas... Je déteste... la gymnastique la lutte le hockey le ski l'équitation la télévision le rugby le football la course à pied la natation le skateboard le cricket la danse le dessin la lecture l'informatique le chant le tennis les sports sports les passetemps	la porte (f) l'armoire (f) l'évier (m) la table (f) la chaise (f) l'ordinateur (m) la bibliothèque (f) la fenêtre (f) la colle (f) le crayon (m) la règle (f) la gomme (f) le taillecrayon (m) les ciseaux (m) le stylo (m) le crayon de couleur (m) à côté de, au-dessus de, sous under à gauche de, of à droite de le dessin (m) art la géographie (f) geography les sciences (f) l'anglais (m) English la musique (f) music les mathématiques (les maths) (f) l'éducation physique (f) le français (m) l'informatique (f) l'histoire (f) Est [Is]. Sont . • J'aimeJ'aime mieux préféré/préférée