

French Knowledge and Skills Progression

Year	National Curriculum	Topic & Trips	Knowledge (to include: phonics, vocabulary and grammar and cultural awareness)	Skills (to include: language comprehension (listening and reading and Language Production: speaking and writing))	Vocabulary
3 (Autumn 1)	<p>Listen attentively to spoken language and show understanding by joining in and responding (1). Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (2). Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (3) Cross curricular links: British values: Mutual respect Geography: Recognising famous Paris landmarks Music: singing PSHE: recognising how they are feeling</p>	French greetings with puppets (4 lessons)	<p>To know that different greetings are used at different times of the day.</p> <p>To know when to use different greetings.</p> <p>To know that intonation and gesture can be used to differentiate between statements and questions.</p>	<p>To be able to greet someone and introduce yourself in French.</p> <p>To be able to use the correct French greeting for the time of day.</p> <p>To be able to ask and answer a question about feelings in French.</p> <p>To be able to perform a finger rhyme in French.</p>	Bonjour, bonsoir, bonne nuit, salut, au revoir, oui, non, comment tu t'appelles, je m'appelle, comment ça va, ça va bien, comme ci, comme ça, ça va mal
3 (Autumn 2)	As above and: Speak in sentences, using familiar vocabulary, phrases and basic language structures (4). Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using	French adjectives of colour, size and shape (Lessons 1-4 only)	<p>To know that consonants at the end of words in French are not usually pronounced.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know what a cognate or near cognate is.</p>	<p>To be able to recognise and name colour words.</p> <p>To be able to describe shapes by their size and colour.</p>	Rouge, bleu, jaune, vert, orange, rose, violet, noir, blanc, grand, petit, un rectangle, un carré, un cercle, un triangle

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	<p>familiar words and phrases (5). Present ideas and information orally to a range of audience. (6) Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. (9) Understand basic grammar appropriate to the language being studied (12).</p> <p>Cross curricular links: Art - Henri Matisse</p>				
3 (Spring 1)	<p>All of above and: Read carefully and show understanding of words, phrases and simple writing (7). Appreciate stories, songs, poems and rhymes in the language (8).</p> <p>Cross curricular links: Maths: Solving algebra problems to work out unknown French numbers</p> <p>Geography: Recognising famous Paris landmarks</p>	<p>French playground games-numbers and age (5 lessons)</p>	<p>To know the pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</p> <p>To know some playground games played in France.</p>	<p>To be able to count from one to twelve in French with increasing accuracy.</p> <p>To be able to use number words to give more information about ourselves.</p> <p>To be able to recognise the numbers one to twelve, written in French.</p> <p>To be able to use the number words one to twelve when playing playground games.</p>	<p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p>
3 (Spring 2)	<p>As 3,4,5 and 12 above and: Write phrases from memory, and adapt these to create new sentences, to express ideas clearly (10). Describe people,</p>	<p>In a French classroom (5 lessons)</p>	<p>To know that 'un' is masculine and 'une' is feminine.</p> <p>To know that feminine nouns often (but not always) end in 'e' .</p>	<p>To be able to understand and respond to simple classroom instructions.</p> <p>To be able to name school bag objects and recognise if they are masculine or feminine.</p>	<p>un crayon, un taille-crayon, un sac. un cahier, un stylo, une trousse, une règle, une gomme, des ciseaux,</p>

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	<p>places, things and actions orally* and in writing (11).</p> <p>Cross-curricular link: Geography: Comparing school life in France with school life in Britain</p>		<p>To know that placing ne...pas around the verb makes it negative: ne + verb + pas .</p>	<p>To be able to ask and answer a question about something you have or do not have.</p> <p>To be able to read and understand short sentences.</p> <p>To be able to prepare and present a short spoken text.</p>	<p>Écoutez, Regardez, Parlez, Asseyez-vous, Levez-vous</p>
3 (Summer 1)	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>A circle of life in French (Lesson 1 and 2 only)</p>	<p>To know how to use a bilingual dictionary to identify a noun and determine its gender.</p> <p>To know how to say 'the' in French using le, la and l'.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p>	<p>To be able to research a new noun in French and determine its gender.</p> <p>To be able to build sentences to describe where something lives or does not live.</p>	<p>les animaux, un lapin, un oiseau, un serpent, un ver, une grenouille, un éléphant, un loup, un poisson, un singe, une baleine, une tortue</p>
3 (Summer 2)		Revision			
4 (Autumn 1)	<p>As above for: 1,2, 3, 7, 11 and 12.</p> <p>Cross-curricular links: Geography and Art and Design: To know that the Louvre is a famous art gallery in Paris and looking at art collections on the website, learning about the Mona Lisa</p>	<p>Portraits - describing in French (5 lessons)</p>	<p>To know that colour adjectives go after the noun in French.</p> <p>To know it is common to add 's' to describe a plural noun such as eyes and hair.</p> <p>To know that if the noun is plural, like 'hairs' or 'eyes', then the adjective becomes plural too.</p>	<p>To be able to create simple descriptive sentences.</p> <p>To be able to understand simple descriptive sentences.</p> <p>To be able to write descriptive sentences.</p> <p>To be able to understand a simple description of hair and eye colour.</p>	<p>les yeux, les cheveux, les cheveux châains, les cheveux blonds, les cheveux roux, fort (m) / forte (f), sportif (m) / sportive (f), travailleur (m) / travailleuse (f)</p>

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<p>4 (Autumn 2)</p>	<p>As above for: 1, 3, 7, 8, 9, 10, 11, 12</p> <p>Cross-curricular links: Art and design: Designing outfits using either cuttings from magazines, clothes from home, collage or pens RSE/PSHE: Understanding that other people may have different opinions and respecting them</p>	<p>Clothes-getting dressed in French (5 lessons)</p>	<p>To know how to use appropriate determiners: un, une, des, mon, ma, mes.</p> <p>To know to add an 'e' to the adjective if it is describing a feminine (la/une) word.</p> <p>To understand adjectival position and agreement for gender and number.</p>	<p>To be able to recognise and use vocabulary relating to clothing.</p> <p>To be able to apply their understanding of noun and adjective agreement in French.</p> <p>To be able to express an opinion (like/dislike).</p> <p>To be able to describe an outfit using adjectives correctly.</p>	<p>Un t-shirt, un short, un pantalon, un chapeau, un maillot, une culotte, une chemise, une jupe, une robe, une veste, des bottes, des baskets, des chaussettes, des lunettes</p>
<p>4 (Spring 1)</p>	<p>As above for: 1, 2, 3, 5, 6, 7, 9</p> <p>Cross-curricular links: Geography Learning about different festivals and national days celebrated in France, comparing celebrations in different cultures</p>	<p>French numbers, calendars and birthdays (5 lessons)</p>	<p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know French festivals and their traditions.</p>	<p>To be able to recall and use numbers 1 to 31 in French.</p> <p>To be able to say the days of the week in French.</p> <p>To be able to say the months of the year.</p> <p>To be able to select vocabulary to discuss the date in French.</p> <p>To be able to compare similarities and differences between traditional birthday celebrations in France and England.</p>	<p>TREIZE, QUATORZE, QUINZE, SEIZE, DIX-SEPT, DIX-HUIT, DIX-NEUF AND VINGT, VINGT ET UN, VINGT-DEUX, VINGT-TROIS, VINGT-QUATRE, VINGT-CINQ, VINGT-SIX, VINGT-SEPT, VINGT-HUIT, VINGT-NEUF, TRENTE, TRENTE ET UN</p>
<p>4 (Spring 2)</p>	<p>As above for: 1, 2, 3, 4, 6, 7, 9</p> <p>Cross-curricular links: Science: the water cycle, Geography: Revising points of the compass, talking</p>	<p>French weather and the water cycle (5 lessons)</p>	<p>To know some weather phrases and recognise their meanings.</p> <p>To know that compass points weather phrases can be added to the front or end of a weather phrase and it will have the same meaning.</p>	<p>To be able to repeat short phrases accurately.</p> <p>To be able to describe the weather using points of the compass.</p> <p>To be able to recognise the French written words for multiples of ten.</p>	<p>Il fait beau Il fait mauvais Il fait chaud Il fait froid Il pleut Il neige Il y a vent</p>

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	about weather, identifying countries around Europe on a map				Il y a nauges Le nord L'est, le sud, l'ouest
4 (Summer 1)	As above for: 1, 3, 7, 9 Cross-curricular links: Maths: Learning about currency conversion, completing mathematical calculations in French	French food - Miami, miam! (5 lessons)	To begin to understand a conversation in French. To know how prices are written in euros. To know how to use a bilingual dictionary to translate words.	To be able to read and say amounts of money in French. To be able to identify and pronounce the names of French shops correctly. To be able to work out the meaning of unfamiliar words. To be able to create a French menu based on authentic texts.	la soupe, la pizza, le hot-dog, le hamburger, la baguette, le croissant, une crêpe, le fromage, un croque-monsieur, une lemonade, un jus d'orange, un cola, une entrée, un plat principal, une boisson
4 (Summer 2)	As above for: 1, 3, 4, 5, 6, 7, 9, 10	Revision			
5 (Autumn 1)	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (2). Speak in sentences, using familiar vocabulary, phrases and basic language structures (4) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (5) Present ideas and information orally to a range of audiences (6) Read carefully and show understanding of words,	French monster pets (5 lessons)	To know how and why the article of a noun might change. To know how to build a sentence using the correct articles for masculine and feminine nouns To now how to use a bilingual dictionary to find and/or check new vocabulary.	To be able to identify nouns by their gender, number and meaning. To be able to develop understanding of adjectival rules in French. To be able to apply knowledge of vocabulary and grammar to a piece of writing.	la tête, les dents, les oriel, les yeux, les bras, la bouche, les épaules, les genoux, les jambes, le nez, l'œil, les pieds, l'antenne, le bec, les cornes, la queue, les pointes,

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	<p>phrases and simple writing (7). Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (9) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly(10) Describe people, places, things and actions orally* and in writing (11) 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 (12)</p> <p>Cross-curricular links: Grammar - understanding the terms 'singular' and 'plural', considering punctuation, practising dictionary skills (with a bilingual dictionary). Maths: Using a Carroll diagram to sort nouns</p>				
5 (Autumn 2)	Engage in conversations; ask and answer questions; express opinions and respond to	Shopping in France	To know the names of some fruits in French.	To be able to build numbers and prices confidently in French.	un ananas, un abricot, un citron, une pomme, une poire, une peche,

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	<p>those of others; seek clarification and help (3) And as above for UKS2: 2, 4, 6,10, 11, 12</p> <p>Cross-curricular links: English: Spoken language - retelling a story using a story map as a prompt Grammar - comparing French and English text structures Maths: Writing money using the decimal place</p>	(5 lessons)	<p>To know how to use knowledge of numbers to build bigger numbers.</p> <p>To know how prices are written and said in French.</p> <p>To know how to recognise whether a noun is masculine or feminine</p>	<p>To be able to name different foods in French and notice patterns in sounds.</p> <p>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.</p> <p>To be able to use vocabulary to describe a quantity of different food nouns.</p>	<p>une cerise, des raisins, une fraise, un euro, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent,</p>
5 (Spring 1)	<p>Appreciate stories, songs, poems and rhymes in the language (8) And as above for UKS2: 4, 5, 9, 11, 12</p> <p>Cross-curricular links: English Grammar - learning about verbs and verb conjugation, understanding what subject pronouns are and recognising them in French Spoken language - presenting ideas to the class</p>	Verbs in a French week (5 lessons)	<p>To know some action verbs in French.</p> <p>To Know that verbs take different forms.</p> <p>To know that some verbs do not follow regular patterns.</p>	<p>To begin to be able to recognise some regular verbs in the present tense.</p> <p>To to be able to find infinitive verbs in a dictionary.</p> <p>To be able to build and deliver a short presentation, choosing and using a range of action verbs</p>	<p>Lire, manger, écrire, dormir, jouer, nager, courir, chanter, sauter, danser</p>
5 (Spring 2)	<p>And as above for UKS2: 3, 4, 5, 6, 7, 10, 11, 12</p> <p>Cross-curricular links: English Grammar - discussing the use of adjectives in descriptive</p>	Meet my French family (5 lessons)	<p>To know the names of some family relatives in French.</p> <p>To know that there are different words for 'my' and how to choose which one to use.</p>	<p>To be able to recognise and use phrases to say if they have a brother or sister.</p> <p>To be able to name different family members on a family tree.</p>	<p>Moi, mes parents, mon père, ma mère, mon frère. ma sœur</p>

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	<p>writing and the use of connectives to extend sentences RSE/PSHE</p> <p>-Talking about family trees</p>		<p>To know that word order is sometimes different in French from English.</p>	<p>To be able to build descriptive sentences into a short paragraph.</p> <p>To be able to understand and express simple opinions.</p>	<p>mon grand-pere, ma grand-mere, mon oncle, ma tante, ma cousine, mon cousin, une fille, un fils</p>
5 (Summer 1)	<p>Listen attentively to spoken language and show understanding by joining in and responding (1)</p> <p>And as above for UKS2: 3, 9, 12</p> <p>Cross-curricular links:</p> <p>Grammar – to know that prepositions tell us when or where something is in relation to something else</p> <p>Geography: to learn about the world's countries, using maps</p> <p>PE: To learn about competitive sports events such as the Tour de France and the Olympic games, playing the French sport of pétanque</p>	<p>French sport and the Olympics (6 lessons)</p>	<p>To know the words in French for some countries around the world.</p> <p>To know the words in French for some sports and activities.</p> <p>To know about the French game of pétanque.</p>	<p>To be able to express an opinion about sports and to say which sports they play.</p> <p>To be able to conjugate the verb 'to go' and say I or someone else is going to a country.</p> <p>To be able to rehearse orally new vocabulary.</p> <p>To be able to write an interview magazine article about the Olympic Games.</p>	<p>je joue, je fais, le foot, le basket, le ski, le rugby, le hockey, le hockey, le tennis, nager, pedaler, courir, danser, patiner, plonger, sauter, marcher,</p>
6 (Autumn 1)	<p>As above for UKS2: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11</p> <p>Cross-curricular links: English Grammar - knowing that prepositions</p>	<p>In my French house (5 lessons)</p>	<p>To know the vocabulary to describe different types of houses and rooms in French.</p> <p>To know some prepositions in French</p>	<p>To be able to describe houses in French.</p> <p>To be able to write a description of a house in French.</p>	<p>une maison, une maison jumelée, un appartement, la salle de bain, la chambre le garage, le jardin</p>

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	tell us when or where something is in relation to something else			<p>To be able to use prepositions to describe the position of items in the bedroom.</p> <p>To be able to write a letter describing my home.</p>	<p>la cuisine, le salon le lit, le ordinateur, le garde-robe, le bureau, la lampe. Sur, sous, devant, Derrière, à côté de, dans, entre</p>
6 (Autumn 2)	<p>And as above for UKS2: 1, 4, 6, 7, 9, 10, 11, 12</p> <p>Cross-curricular links:</p> <p>English Grammar - understanding when to use the future tense, present tense and near-future tense</p> <p>Reading - using the context of a sentence/text to work out the meaning of unknown vocabulary</p> <p>Maths: Calculating and comparing the duration of journeys</p> <p>Geography: Locating the countries of Europe on a map</p>	Planning a French holiday (5 lessons)	<p>To know and remember some of the countries in the world in French.</p> <p>To know the present and future tense of 'aller' in French.</p> <p>To know some common holiday items and activities in French.</p> <p>To know that 'gisting' is getting the sense of a whole text, not every word.</p>	<p>To begin to be able to use the future tense.</p> <p>To be able to identify present and future tense using aller - to go.</p> <p>To be able to describe what to pack in a suitcase for a holiday.</p> <p>To be able to read a simple story about a summer holiday, understand the gist and show comprehension through answering questions.</p>	<p>Nager, manger, faire du ski, faire du camping, marcher, aller à la plage, jouer au foot, dans ma valise, il y a..., des lunettes de soleil, un maillot de bain, un short, une robe, une casquette, un pyjama</p>
6 (Spring 1)	No unit this term				
6 (Spring 2)	No unit this term				
6 (Summer)	<p>And as above for UKS2:</p> <p>Cross-curricular links:</p>	Visiting a town in France	<p>To know about travel to France.</p> <p>To know some direction words in French.</p>	To be able to create a description of a route to school.	<p>Un parc, un musée, une plage, un marché, une piscine,</p>

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	<p>English: Grammar - identifying word classes in a text</p> <p>Art and design: Designing a tourism information leaflet about the local area</p> <p>Geography: Using a map to direct each other in French, learning about some Paris landmarks</p>	(5 lessons)	To know key places to visit in a city in French.	<p>To begin to be able to understand and speak directions to places in a town.</p> <p>To be able to express and justify an opinion on where to visit in a town.</p> <p>To be able to analyse a text and identify key grammatical features.</p>	<p>une gare, un supermarché, une école, une bibliothèque, une boulangerie, la gauche, la droite, tourne a gauche, tourne à droite, la deuxième à gauche/droite</p>
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