

## **Modern Foreign Language: FRENCH – The Greetland Academy Core Curriculum Expectations**

Purpose of study: To foster pupils curiosity and deepen their cultural understanding of the world via exploration of foreign language acquisition. Enabling pupils to express ideas, understand and respond to speakers in all four key skill areas; reading, writing, listening and speaking. To provide a sound foundation for the continuation of language study at KS3 and beyond. To equip pupils with the essential skills to be adaptable confident individuals within a global environment.

<b>CONTINUUM OF CORE SKILLS</b>					
<b>Year Group Progression</b>		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>SKILL</b>	<b>LISTENING</b>	Can understand a few familiar spoken words and phrases.	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. .	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	Can understand the main points and some detail from a short-spoken passage with comprising of familiar language.
	<b>SPEAKING</b>	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker)
	<b>READING</b>	Can recognise and read out a few familiar words and phrases	Can understand simple written phrases. Can match sounds too familiar written words.	Can understand the main point(s) from a short-written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.
	<b>WRITING</b>	Can write or copy a few simple words or symbols as an emergent writer of the target language.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary

**OVERVIEW OF LANGUAGE KNOWLEDGE & UNITS**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	<p><b>A new start</b> Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-11</p>	<p><b>My school your school</b> Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-20 Asking who someone is Asking someone's age Days /Months and simple question. Introducing teacher and friends Have you ...? I have/ have not Numbers 0-31 Places around the school</p>	<p><b>My school your school</b> Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p><b>My everyday life / your everyday life</b> Asking the time Giving o'clocks Understanding simple digital time Asking and answering days and times of simple daily routine Numbers 0-60 Describing simple daily routine</p>
<b>Autumn 2</b>	<p><b>The calendar and celebrations</b> Days Months (plus respond to simple question) Asking the day and the month Ask age Ask birthday month</p>	<p><b>My local area /your local area</b> Where is ( + shops) Here is ( + shops) There is / there are Names of everyday shops Gift items I would like ... Left/right/straight ahead</p>	<p><b>Where I live / where you live</b> Buildings and places of interest Where is ( + shops) Here is ( +shops) Simple directions Asking the way There is / there are... Christmas (shopping) What would you like?/I would like How much does it cost? / It costs..... Numbers 0-50</p>	<p><b>Where I live/where you live</b> Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Christmas : at the table transactional language</p>
<b>Spring 1</b>	<p>Epiphany <b>Animals I like/ don't like</b> Names of domestic animals Ask and answer a like / dislike Looking for items Have you.....? / I have / (haven't)</p>	<p><b>Epiphany</b> <b>A family tree</b> Asking who someone is? This is ..... My mum/ brother / sister/ dad / grandma / granddad / friend Who are you? <b>Faces</b> - Mouth, nose, ears. eyes, hair</p>	<p><b>New Year Celebrations</b> <b>Healthy Eating</b> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p><b>New Year Celebrations</b> <b>Playing &amp; enjoying sport</b> You can Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions / Likes and dislikes</p>
<b>Spring 2</b>	<p><b>Carnival, colours and playground games</b> Colours Ask what colour something is. Giving a response Likes and dislikes Looking for items Have you.....? / I have / haven't</p>	<p><b>Easter Celebrating Carnival</b> Parts of the body and simple descriptions colour/small / big etc) Asking : Have you ...? I have /I haven't There is / there are ..... Responding positively / negatively</p>	<p><b>Carnival Colours /Clothes descriptions</b> What are you wearing I am wearing What's it like? It's + colour and size It has ..... Shopping for clothes – simple dialogue I have / You have, He /she has .... My mum, dad, sister, brother, friend has .....</p>	<p><b>This is me!</b> Asking and answering preferences/ feelings and characteristics <b>All the Fun of the Fair</b> Fairground rides Opinions Likes and dislikes</p>

<p style="text-align: center;"><b>Summer 1</b></p>	<p><b>Food we eat everyday</b>  Fruit and vegetables  Breakfast foods  Ask and answer likes/dislikes  Ask for a food item politely  Revisit numbers 0-11</p>	<p><b>Feeling well/unwell</b>  How are you feeling?  What's the matter  Simple everyday illnesses  statements  <b>Jungle Animals</b> and Domestic animals  Jungle animals  Body parts  Colours</p>	<p><b>Weather and countries</b>  Asking / answering simple weather phrases  Weather questions and statements  Weather forecasts</p>	<p><b>Cafe Culture and Going to the restaurant</b> Transactional language to order a meal you can  Eat + foods  Buying snacks and drinks  (Instructions to make a snack)</p>
<p style="text-align: center;"><b>Summer 2</b></p>	<p><b>Going on a picnic!</b>  Fruits Breakfast foods  Foods for a picnic  Asking politely  Colours  Commands  Numbers 0-15</p>	<p><b>Summertime</b>  Asking /answering simple weather phrases  <b>Ice creams-</b> asking for a flavour  Asking the price  Asking politely for an item  Instructions to make a fantastical ice cream</p>	<p><b>Going to the beach</b>  You can Play + sports  Eat + foods  Buying snacks and drinks  Telling a story</p>	<p><b>Performances</b>  Revisiting basic transactional Language - questions and answers</p>