



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

Listening	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
<p>EYFS Listening, Attention and Understanding statements for end of year (taken from EYFS Framework)- Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>				
<p>EYFS – Topics-</p> <ul style="list-style-type: none"> • Greetings • Colours • Numbers • Family 	<p><u>Understanding the World -Early Learning Goals</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Bonjour, au revoir</p> <p>Bleu, jaune, vert, rouge</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Maman, papa, bébé</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Children can demonstrate key knowledge, vocabulary and skills during carpet time through games, songs, stories when French is modelled by an adult.</p>
<p>KS1: Although the National Curriculum commences in KS2, in KS1 we are committed to developing the right attitude to learning languages with a particular focus on the following skills from the NC:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • exploring language through songs and rhymes • appreciate stories, songs, poems and rhymes (in the language). 				
<p>Year 1 – Topics-</p> <ul style="list-style-type: none"> • Colours – autumn colours and firework colours (extended from EYFS) • Greeting (extended from EYFS) • Christmas • Epiphany • Farm animals • Plant pot story (links with Science) 	<p>Vocabulary, attitude to language learning and cultural awareness to develop from coverage of songs, games, stories and videos</p> <ul style="list-style-type: none"> • Léon le Caméléon • Songs of Alain le Lait (Bonjour, Les Couleurs) • Voilà les pirates • Canon de Noël • https://www.youtube.com/watch?v=ZiZVmMGkqkq • Petit Ours Brun et la Galette • Plant Pot Story from PLN KS1 SOW 	<p><u>Vocabulary</u></p> <p>Bonjour, comment ça va?</p> <p>Ça va bien, comme ci, comme ça, ça va mal</p> <p>Bleu, jaune, vert, rouge, violet, rose, blanc, noir, marron, gris,</p>	<p>Listen attentively to spoken French, songs and stories and respond with developing confidence.</p> <p>Respond appropriately to a simple command.</p> <p>Listen to and respond appropriately to games which cover Y1 French vocabulary.</p>	<p>Children have a set of cubes in different colours covered in lessons. Teacher says the French colour word and the child picks out the appropriate</p>



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<ul style="list-style-type: none"> • Pirate Personalities • Summer Sunshine 		<p>orange</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p> <p>Le chien, le chat, la vache, le cochon</p> <p>Voilà</p>		<p>colour cube. Video as evidence.</p>
<p>Year 2 – Topics-</p> <ul style="list-style-type: none"> • Harvest time/Superhero Games/Tooth Fairy • Transport/Body Parts • Epiphany/Birthdays • Animal Magic/Sea Creatures/ counting Easter Eggs • Minibeasts/Summer sunshine • Dinosaurs 	<p>Vocabulary, attitude to language learning and cultural awareness to develop from coverage of songs, games, stories and videos</p> <ul style="list-style-type: none"> • Look at Harvest in France from PLN KS1 SOW • Children compare French trains with UK trains • Alain le Lait songs (Avec un gros nez, Ma Famille, Couleurs-J'aime les voitures) • La Légende des Cloches de Pâques https://www.youtube.com/watch?v=OEpZlj4T9U0 • Pop le Dinosaur 	<p><u>Vocabulary</u></p> <p>Les raisins verts/rouges/noirs</p> <p>Cherchez, trouvez, mangez, regardez, écoutez, marchez, chantez, parlez</p> <p>L'autobus, le tracteur, le vélo, la voiture, le train</p> <p>Les dents, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez</p> <p>Joyeux anniversaire</p> <p>Un elephant, une girafe, un singe, un perroquet, un serpent, un tigre,</p> <p>un requin, un poisson, un papillon, une chenille, une abeille</p> <p>Bébé Dinosaur, Maman Dinosaur,</p>	<p>Listen attentively to spoken language, songs, stories, rhymes and games and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of verbal French through songs, rhymes, stories and games.</p> <p>Respond appropriately as a game in French develops (eg reply oui/non during a game on Harvest fruit)</p> <p>Take part in active listening eg raise hand when you hear a colour word/number/animal covered in Y1 in a song, story or video clip</p>	<p>Play the songs 'Les couleurs' and 'Avec un gros nez'. Children to raise hand when they hear a colour word or animal noun.</p>

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		Papa Dinosaure		
KS2 Key- <i>Progression in Phonics</i> <i>Progression in Grammar</i> <i>Autumn</i> <i>Spring</i> <i>Summer</i>				
<p>Year 3 – Topics-</p> <ul style="list-style-type: none"> • A New Start • Calendar and celebrations • Animal Opinions • Carnival Colours • Food and Stories • Going on a Picnic 	<p>Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice)</p> <ul style="list-style-type: none"> • The Eiffel tower is in the capital city of France, Paris. • France is a Republic as they have a President and not a monarchy. • On January 6th French families celebrate La Fête des Rois and play a game where they find a 'fève' in a slice of 'la galette'. • France has a climate suitable for growing apples, pears, plums, apricots, peaches and cherries. • At Mardi Gras there is a carnival in Nice. • The French for Happy Easter is Joyeuses Pâques and French children hear how the French bells fly to Rome on Good Friday then return with chocolate on Easter Sunday. 	<p>Vocabulary on Crown Planners (to be explicitly taught)</p> <p>Aut :zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>bleu, vert, jaune, rouge, rose, violet, noir, blanc, marron, rose, gris</p> <p>Salut, bonjour, au revoir, à bientôt, comment ça va? Ça va bien, comme ci, comme ça, ça va mal, et toi?</p> <p>Comment t'appelles-tu? Je m'appelles ____</p> <p>Ecoutez! Regardez! Levez-vous! Asseyez-vous!</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Spring: janvier, février, mars, avril, mai, juin, juillet, août, septembre,</p>	<p>I can identify and respond to the name question (exploration of questions).</p> <p>I can identify accurately four numbers between 1-10 (Phonics –eu, -ix, -oi).</p> <p>I can identify four days of the week (Phonics reinforce –eu, learn -i).</p> <p>I can identify five months of the year (Phonics –re) (near cognates).</p> <p>I can identify four familiar animal nouns (Phonics –oi, ch-).</p> <p>I can recognise the favourite familiar noun animal of a friend.</p> <p>I can identify and understand three of following items: a greeting, and the questions "how are you?" "what are you called?" "how old are you?" (exploration of questions).</p>	<p>Autumn- teacher sings 'Tu t'appelles-comment?' to the tune of 'Nice one Cyril' whilst shaking hands with children. When the teacher stops the child who is 'on' replies to the question. Play frequently to assess so that pupils aren't prompted by previous responses. Circle the numbers heard 1-10</p> <p>Aut 2: teacher reads out 5 days of the week in French and children mark them off from a list. Give verbal instructions for movement and see if children respond appropriately.</p>



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		<p>octobre, novembre, décembre</p> <p>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>le chat, le chien, le poisson, l'oiseau (m.), le cheval, le lapin, le mouton, la souris, le serpent, la vache, la tortue</p> <p>J'aime, je n'aime pas</p> <p><u>Summer: Où habites-tu? J'habite à _____.</u></p> <p><u>une pomme, une banane, une poire, une fraise, une orange, un citron, une tomate, un oignon, un oeuf, une carotte, un concombre</u></p> <p><u>merci, s'il vous plaît</u></p>	<p>I can identify four familiar fruits.</p> <p>I can recognise five numbers between 0 and 15 (Phonics –eu, -ix, -oi).</p> <p>I can respond physically to a classroom command in class.</p>	<p>Spring 1: Identify 5 animal nouns by performing taught action when teacher says the noun</p> <p>Spring 2- responds appropriately to greeting, name and age exchanges.</p> <p><u>Summer: Game of corners with foods displayed in each. Teacher says 'Je voudrais une tomate, s'il vous plaît' and children listen for the relevant food and walk to it.</u></p> <p><u>Puzzle it out numbers to 15 activity.</u></p>
<p>Year 4 - Topics-</p> <ul style="list-style-type: none"> Welcome to School Our Local Area Family Tree and Faces Body Parts 	<ul style="list-style-type: none"> <u>Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice)</u> French schools usually start at 8am and finish at 4pm. They often open on a Saturday morning but children do not attend on a Wednesday. 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p><u>Autumn: Quel âge as-tu? J'ai huit ans/J'ai neuf ans</u></p>	<p>I can identify four classroom objects <u>exploration of nouns.</u></p> <p>I can understand the question "Where is ...?" used with three shops in</p>	<p><u>Autumn: Mini quiz where teacher reads out vocabulary and phrases from classroom topic for children to listen to and</u></p>

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<ul style="list-style-type: none"> • Doctors and Wild Animals • Summertime 	<ul style="list-style-type: none"> • Three major French cities are Paris, Rouen and Nice. • Build on last year's Epiphany work by looking in further detail at how a French family celebrates using PLN videos and powerpoints. • Build on last year's work on 'Les cloches de Pâques' by acting out a French Easter Egg Hunt after the bells have dropped them in gardens 	<p>Où est...? la salle de classe, le crayon, le stylo, la gomme, la règle</p> <p>Le supermarché, la boulangerie, la pharmacie</p> <p>à gauche à droite</p> <p>Spring: Bougez! Touchez! Montrez! Écoutez! Regardez!</p> <p>Vingt, vingt-et-un, vingt-deux...trente, trente-et-un</p> <p>Le père, la mère, la soeur, le frère</p> <p>La jambe, la tête, le nez, la bouche, l'oreille, les yeux, les cheveux</p> <p>Summer: J'ai mal à la gorge, j'ai mal au ventre</p> <p>La girafe, le singe, le serpent, le tigre, le perroquet, l'éléphant</p> <p>Au printemps, en été, en automne, en hiver, il fait chaud, il fait froid, il pleut</p>	<p>town (Phonics-reinforce -ou, ch)</p> <p>I can understand and respond to two directions or commands (Phonics - ez)</p> <p>I can draw a monster/alien based on a simple description of a monster's/alien's body with only one omission (je suis and start adjectival agreement)</p> <p>I can recognise and draw three parts of the face.</p> <p>I can identify three jungle animals and their colour from a selection of coloured jungle animals by listening to simple sentences describing an animal (masculine and feminine)</p> <p>I can understand three weather phrases (exploration of verbs).</p>	<p>choose appropriate option.</p> <p>Responds appropriately to 4 exchange conversation - greeting, name, age, live.</p> <p>Aut 2 In role play with teacher /peer understands 'ou est?' question used with buildings in town.</p> <p>Responds physically when given directions eg continuez tout droit, tournez à gauche</p> <p>Spring: Teacher says face words and children point to appropriate part of their own face. Video evidence of successful listening skills. Children identify phonic sounds covered so far by raising their</p>
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				<p>hand when they hear it spoken by the teacher. Summer: Able to translate teacher's verbal description of animals including colour words and other simple adjectives. Teacher says 'weather' phrase without action and children act out or take appropriate clothing/symbol to represent what they have heard eg 'Il pleut' they pick up umbrella. Video evidence.</p>
<p>Year 5 Topics– My School, My Subjects In the City Healthy Eating/Markets Carnival and Clothes Where do you Live? (Countries) Seaside</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ul style="list-style-type: none"> • On looking at a map of France the children will name countries which share a border with France • Name and locate 5 major French cities • Children learn about the culture and events leading up to Christmas day (the celebrations of Saint-Nicolas take place around 6 December with big shows, street parades and fireworks.). • Can the children name 2 events on the French calendar when they have fireworks at la Tour Eiffel? (New Year-teach 'Bonne Année, Bastille Day) 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Autumn: Je suis heureux/heureuse, Je suis triste, Je suis fatigué/fatigue, j'ai froid, j'ai chaud Le français, l'anglais, les maths, la géographie</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • I can identify five places in the city in a shortspoken descriptive statement about a city and places to visit Phonics –ou exploration of adjectives • I can identify three Christmas gifts in a short spoken statement about gifts 	<p>Autumn- Able to translate the teacher's spoken sentences giving opinions on school subjects. Teacher reads out a short passage on the town. Children listen and write in English the</p>

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	<ul style="list-style-type: none"> Compare shopping culture, our shops and markets with French shops and markets Name the seas which share a coastline with France (seaside topic). Whilst studying Bastille Day and the French Revolution children learn about Joseph Bologne, Chevalier de Saint-Georges as an inspirational black Frenchman. He was known as le Mozart Noir. He was a violinist, composer, champion fencer and colonel in the Garde Nationale. 	<p>Le parc, la gare, la piscine Spring : Bonne Année! quarante, cinquante je porte,,,une chemise, une jupe, un pantalon, les chaussures, les chaussettes Summer: britannique, français/française En voiture, en autobus, en bateau, en avion, à pied Il fait beau, il fait mauvais</p>	<p>for Christmas memorisation of vocab/phrases ou and in (linked with numbers)</p> <ul style="list-style-type: none"> I can understand three items and prices of fruits and vegetables in a market dialogue awareness of intonation memorisation of vocab I can understand most of the spoken description of a fashion show outfit – using nouns and adjectives exploration of nouns and adjectives I can understand six of the ten items in a short spoken text about someone else-name, age, where live, animal likes, food dislikes, favourite fruit, what wearing, hair and eye colour Phonics- ou memorisation of vocab/phrases I can understand and identify at least 3 facts of a seaside holiday – weather, games and activities to play on the beach and the food you can eat for a picnic. Phonics –ge, jou memorisation of vocab/phrases 	<p>places/buildings mentioned in French. Spring :Responds appropriately during role play of a market conversation (buying fruit) During French fashion show role play the child who is modelling points to the appropriate garment as it is shown by teacher or peer. Summer: Child understands 7 key items read from an ID card (eg name, surname, birthdate etc) Teacher reads out a short passage on a holiday. Children write 3 points they are asked to listen out for (listening comprehension).</p>
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<p>Year 6 Topics – Everyday Life Where I live? Pastimes Hobbies and Fun Café Culture Performance time</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>Maths link with telling the time</p> <p>Looking at a map of France name some of the main rivers</p> <p>Know the sports which are popular in France</p> <p>Awareness of French café culture</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Autumn: Quelle heure est-il? Il est deux heures, Il est deux heures et quart, il est deux heures et demie, il est trois heures moins le quart, Je me lève, Je mange mon petit déjeuner, Je vais à l'école, Je me couche</p> <p>La maison, la cuisine, le salon, la salle de bains, la salle à manger, la chambre</p> <p>Quand je serais grand/grande je voudrais être..., un professeur, un médecin</p> <p>Spring: Je joue au rugby/au football/au cricket, Je fais du cyclisme/de l'équitation/ de la natation/de la gymnastique,</p>	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> I can identify and note down the description of someone's daily school routine (four statements. to include time, day and opinions) <i>application of vocab knowledge phonics - ai</i> I can understand a description of the rooms in a house and identify 4 key items <i>memorisation of vocab phonics – ai, -an, - am</i> I can identify at least 5 likes, dislikes or sports played in a short-spoken text. <i>memorisation of vocab</i> I can understand four statements in a spoken description about someone else describing own favourite things <i>application of phrase knowledge and context phonics -eux, -é</i> I can listen to and understand a café dialogue and identify 4 facts from items ordered and the cost of the items. <i>application of phrase knowledge and context</i> 	<p>Autumn-Teacher reads a passage on the school day and children write down answers to specific questions eg At what time do I get up? What do I do at half past 8? (Listening comprehension) Aut 2</p> <p>Understand the main points when the teacher reads 5 sentences describing the rooms in a house..</p> <p>Spring: Teacher says sport phrases and children act out to show understanding eg kick for football, serve for tennis. Video evidence.</p> <p>Summer: Participation in café role play replying to friend's spoken</p>
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