

French Scheme of Work – Netherleigh and Rossefield School

Year 2/3

• Statutory requirements (National curriculum)	Key Vocabulary	
<ul style="list-style-type: none"> • 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 their ability to understand new words that are introduced into familiar 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 • 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. • The starred (*) content above will not be applicable to ancient languages. 	<p>In Year 3 children will learn:</p> <p>Greetings and responding to greetings: Oui – yes Non - no Bonjour – hello Au revoir – goodbye Comment ca va? –how are you? Ca va...bien – I am fine Tres bien, mal – great, poorly Come ci, comme ca –so so/ok</p> <p>Expressing thanks Merci – thank you Merci beaucoup – thank you very much</p> <p>Giving personal details Comment t’appelles-tu? –What’s your name? Je m’appelle – I’m called? Monsieur – Mr. Madame – Mrs. Mademoiselle – Miss Quel age as-tu? – how old are you? J’ai...ans – I’m ...years old.</p>	<p>Counting and numbers to twenty Giving and following simple instructions. Salut! – hi Un(e) – a Ecoutez – listen Regardez – look Asseyez – vous - sit down Levez vous – stand up Repetez – repeat Silence! – quiet Venez ici – come here.</p> <p>Days of the week Colours Animals Food</p>

Year 4

Statutory requirements (National curriculum)	Key Vocabulary	
<p>Pupils should be taught to:</p> <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 • 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 their ability to understand new words that are introduced into familiar 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 • 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. • The starred (*) content above will not be applicable to ancient languages. 	<p>In Year 4 children will learn:</p> <p>Consolidation of Year 3 plus:</p> <p>Numbers to 50</p> <p>The weather</p> <p>Months of the year</p> <p>Expressing likes and dislikes J'aime – I like Je n'aime pas – I don't like</p> <p>Describing people and Parts of the body. Une tete – a head Un nez – a nose Des dents – some teeth Des yeux – some hair Des cheveux – some hair Une bouche – a mouth Des oreilles- some ears La jambe- the leg Le pied – the foot Le bras – the arm Le main the hand Grand/grande – big Petit/petite – small Long/longue – long Gros/gross – fat</p>	<p>Une un Clothes Family</p>

Year 5

Statutory requirements (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 their ability to understand new words that are introduced into familiar 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
- 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.
- The starred (*) content above will not be applicable to ancient languages.

Key Vocabulary

In Year 5 children will learn:

Consolidation of Year 4 plus:

Numbers to 100

Common adjectives e.g.

Grand/ grande – big

Petit/petite – small

Food and drink

Places (shops, cinema, beach etc)

Following and giving simple instructions (directions)

En route – on the way

Il y a - there is

A gauche – on the left

A droite – on the right.

Names of sports

Seasons

Year 6

Statutory requirements (National curriculum)	Key Vocabulary
<p>Pupils should be taught to:</p> <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 • 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 their ability to understand new words that are introduced into familiar 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 • 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. • The starred (*) content above will not be applicable to ancient languages. 	<p>In Year 6 children will learn:</p> <p>Consolidation of Year 5 plus:</p> <p>Expressing opinions J'aime – I like J'adore – I love Je n'aime pas – I don't like Je deteste – I hate C'est super – It's great C'est Joli – It's pretty C'est moche – It's horrible C'est laid – It's ugly.</p> <p>Basic prepositions of place Sur – on Sous - under</p> <p>Classroom objects Un stylo – a pen Un crayon – a pencil Une gomme – a rubber Un taille – crayon – a pencil sharpner Un cahier – an exercise book Un sac – a school bag</p> <p>Clothes Ways of travelling The home Occupations</p>