



Progression of Knowledge and Skills in Languages

Early Years

<ul style="list-style-type: none"> 🌳 Read stories 🌳 Work with parents 🌳 Practise greetings 	<ul style="list-style-type: none"> 🌳 Look at a world map for nationalities of children in the class 🌳 Try food from other countries
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Book 1 (Years 1,2,3)

Topic/vocabulary	Speaking and Listening skills (National Curriculum Subject content)	Reading and Writing skills (National Curriculum Subject content)	Knowledge about the Foreign Language	Key words/phrases
Unit 1				
<u>Week 1</u> Bonjour! – Hello!	Listen attentively to spoken language and show understanding by joining in and responding		Verbs – ‘ ecoute ’ ‘ repondre ’ ‘ montre ’	Bonjour, Salut, Au Revoir, Moi, c’est, Ca va,
<u>Week 2</u> Numbers 1-12	Speaking in simple repetition			zero, un, deux, trois, quatre, cinq douze
<u>Week 3</u> How old are you?	Engage in conversation by asking and answering questions		French say ‘ I have ’ an age rather than ‘ I am ’	Je m’appelle, J’ai sept ans Regarde, reponds
<u>Week 4</u> Colours	Explore patterns and sounds of language through songs and rhymes		Knowledge that colours are placed after the noun	noir, blanc, bleu, rouge, violet, orange, vert, jaune

<p>Week 5 What does he/she do?</p> <p>Week 6 (French culture) Where is France in the world?</p> <p>Unit 2 (Year 1 only) LE NOUVEL AN (NEW YEAR) Pg 58-59</p> <p>Week 1 Going to school</p> <p>Week 2 Who is doing what?</p> <p>Week 3 Days of the week</p> <p>Week 4 What do you like doing?</p>	<p>Present ideas and information orally</p> <p>Appreciate songs in the language</p> <p>Present ideas and information orally</p> <p>Speak in simple repetitive sentences</p> <p>Speak in simple repetitive sentences</p> <p>Engage in conversation by asking and answering questions</p>	<p>Describe places in writing</p>	<p>Masculine / feminine forms</p> <p>Third person verbs – pose, prend, prete</p> <p>Days of the week begin with lower-case letters</p> <p>The verb 'aimer' negative form ne....pas</p>	<p>il peint, elle chante, Et toi, Tu apprends le francais?</p> <p>Europe, Colour on world maps, relation to UK</p> <p>Bonne Anne Bonne Sante une carte de voeux meilleurs voeux</p> <p>mon, ma, mes C'est, ce sont trousse, cartable, regle, gomme, colle, Stylo, ciseaux, crayon</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>j'aime, je n'aime pas</p>
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<p>Week 5 School Playtime</p> <p>Week 6 (French Culture) Map of France Label main cities – Paris, Marseille, Bordeaux, Lyon Rivers Seine and Rhone and the Alps on a map</p> <p>Unit 3 (Year 3 only) LE NOUVEL AN (NEW YEAR) Pg 58-59</p> <p>Week 1 Where do you live?</p> <p>Week 2 What is in your bedroom?</p> <p>Week 3 Do you have brothers and sisters?</p>	<p>Speak in simple repetitive sentences</p> <p>Appreciate songs in the language</p> <p>Engage in conversation by asking and answering questions</p> <p>Engage in conversation by asking and answering questions</p> <p>Engage in conversation by asking and answering questions</p>	<p>Describe places in writing</p>	<p>Main cities, rivers and mountains in France</p> <p>Use of 'a' and 'en'</p> <p>Il y a</p> <p>Prepositions: dans, sous, sur</p>	<p>sauter a la corde, jouer aux billes et a cache-cache, jouer a la marelle</p> <p>Bonne Anne Bonne Sante une carte de voeux meilleurs voeux</p> <p>j'habite, en ville, a la campagne, a la montagne, a la mer</p> <p>la maison, le jardin, la chambre, le salon, la cuisine, la salle de bains, la salle a manger</p> <p>le lit, le coffre, les etageres, l'armoire, les jouets, la voiture, les livres</p>
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<p><u>Week 4</u> Who do you live with?</p>	<p>Engage in conversation by asking and answering questions</p>		<p>The verb 'avoir' negative form ne....pas</p>	<p>une soeur, un frere, un bebe</p>
<p><u>Week 5</u> Do you have any pets?</p>	<p>Engage in conversation by asking and answering questions</p>		<p>The verb 'habiter' avec</p>	<p>la famille les parents, la mere, le pere, les grands-parents, la grand-mere, le grand pere</p>
<p><u>Week 6 (French Culture)</u> A postcard from France</p>		<p>Describe places in writing</p>	<p>Voici, je suis</p>	<p>les animaux un chat, un chien, une tortue, une souris, un poisson rouge, un rat, un oiseau</p>
<p>Unit 4</p> <p><u>Week 1</u> Parts of the body – the face</p> <p><u>Week 2</u> Can you describe yourself?</p>	<p>Present ideas and information orally</p> <p>Present ideas and information orally</p>			<p>la mer, les montagnes, la cite</p> <p>le visage, les yeux, le nez, les oreilles, les cheveux</p> <p>cheveux blonds/bruns/rouge</p>

<p>Week 3 Feelings</p> <p>Week 4 Are you moving?</p> <p>Week 5 Where are you hurt?</p> <p>Week 6 (French Culture) The Eiffel Tower</p> <p>(Year 3 only) LE POISSON D'AVRIL (APRIL FOOL'S DAY) Pg 62-63</p> <p>Unit 5</p>	<p>Speak in simple repetitive sentences</p> <p>Appreciate songs and rhymes in the language</p> <p>Engage in conversation by asking and answering questions</p> <p>Appreciate songs in the language</p> <p>Present ideas and information orally</p>	<p>Describe places in writing and draw</p>	<p>Feelings take both 'avoir' and 'etre'</p> <p>The verbs 'mettre' 'tourner' 'plier'</p> <p>Song: Heads, shoulders, knees and toes</p> <p>Structure of Tower</p>	<p>les lunettes, le chapeau, les boucles d'oreilles, le moustache</p> <p>triste, malade, peur, fache, fatigue, content</p> <p>les mains, les bras, les jambs,</p> <p>la tete, les epaules, les genoux, les pieds</p> <p>malade mal a la tete, mal au doigt</p> <p>Gustav Eiffel</p> <p>plie, la forme, le cote, le triangle</p>
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<p><u>Week 1</u> A picnic</p> <p><u>Week 2</u> Do you like fruit?</p> <p><u>Week 3</u> Are you thirsty? What do you want to drink?</p> <p><u>Week 4</u> Are you hungry? What do you want to eat?</p> <p><u>Week 5</u> Do you prefer salt or sugar?</p> <p><u>Week 6 (French Culture)</u> Cooking!!! Recipe – White cheese and fruit cake</p> <p>(Year 2 only) LE POISSON D’AVRIL (APRIL FOOL’S DAY)</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Engage in conversation by asking and answering questions</p> <p>Engage in conversation by asking and answering questions</p> <p>Engage in conversation by asking and answering questions</p> <p>Appreciate songs in the language</p>	<p>Describe things and actions orally and in writing</p>	<p>Song: Apple, peach, pear, apricot The verb ‘aimer’</p> <p>The verbs ‘vouloir’ ‘boire’</p> <p>The verb ‘manger’</p> <p>The verb ‘preferer’</p>	<p>un couteau, une fourchette, une cuillère, une assiette, un verre</p> <p>les pommes, les peches, les poires, les abricots</p> <p>J’ai soif Je voudrais l’eau, jus d’orange, lait froid, chocolat chaud</p> <p>J’ai faim La viande, le poisson, les pates, le riz, les frites, le dessert</p> <p>le sucre, la sale, beaucoup, un peu, sans, pas du tout</p> <p>couper, melanger, tremper, metre, verser, ajouter, les des, le frigo, le sirop, le plat, les biscuits</p> <p>plie, la forme, le cote, le triangle</p>
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<p>Pg 62-63</p> <p>Unit 6</p> <p><u>Week 1</u> Holidays</p> <p><u>Week 2</u> Weather</p> <p><u>Week 3</u> What are you doing?</p> <p><u>Week 4</u> Travel</p> <p>(Year 2 only)</p> <p><u>Week 5</u> The funfair (merry-go-round)</p> <p>(Year 2 only)</p> <p><u>Week 6</u> William's merry-go-round pg 55</p>	<p>Engage in conversation by asking and answering questions</p> <p>Engage in conversation by asking and answering questions</p> <p>Speak in simple repetitive sentences</p> <p>Engage in conversation by asking and answering questions</p> <p>Speak in simple repetitive sentences</p> <p>Present ideas and information orally</p>		<p>Qu'est-ce qu'il/elle fait?</p> <p>Quel temps fait-il?</p> <p>Qu'est-ce que tu fait? The verbs 'mettre' (to put on) 'enlever' (to take off)</p> <p>The Verb 'voyager' (to travel)</p>	<p>Le pantalon, le tee-shirt, le chaussettes, le bakets, la veste, la casquette</p> <p>il y a du soleil, du vent, de l'orage, il neige, il pleut</p> <p>le pull, la jupe, la chemise, la robe, les chaussures, le pyjama</p> <p>a pied, a velo, en voiture, entrain, en bateau, en avion</p> <p>les fetes foraines, le carrousel, la moto, le camion, le ballon, le bus, le velo</p> <p>decore, mets, plante, colorie, ajoute, souffle</p>
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<p>(Year 3 only) Week 5 (French Culture) Weather map of France pg 54</p> <p>(Year 3 only) Week 6 (French Culture) Recipe – ‘La Chandeleur’ pg 60 - 61 22</p>				
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Book 2 (Years 4, 5, 6)

Topic/vocabulary	Speaking and Listening skills (National Curriculum Subject content)	Reading and Writing skills (National Curriculum Subject content)	Knowledge about the Foreign Language	Key words/phrases
<p>Unit 1</p> <p>Week 1 Going back to school</p> <p>Week 2 The classroom</p> <p>Week 3 What is he like?</p> <p>Week 4</p>	Engage in conversation by asking and answering questions	Describe things orally and in writing Describe people orally and in writing	<p>A quelle heure.....? Il est quelle heure.....?</p> <p>Qu'est-ce qu'il y a? Dans, il y a</p> <p>Il/elle est comment? Tu as quel age? Tu habites ou?</p> <p>Quelle est ta nationalite?</p>	<p>Il est sept heures, et quart, et demie, moins le quart</p> <p>La classe, un tableau, une fenetre, un ordinateur, la table, les eleves</p> <p>Il est beau, elle est belle, gentil, gentille, amoureux, amoureuse, curieux, curieuse</p>

<p>Nationalities and Languages</p> <p>Week 5 What do you learn at school and My School Timetable</p> <p>Week 6 (French Culture) Artist study – ‘The Impressionists’ Study paintings by the Impressionists and choose one to study their Life Story (Years 4 & 6 study different artists Y4 – Auguste Renoir and Y6 – Edgar Degas)</p> <p>Unit 2</p> <p>Week 1 How much? How old?</p> <p>Week 2 When is your Anniversary?</p>	<p>Engage in conversation by asking and answering questions</p> <p>Broaden their vocabulary and develop their ability to understand new words</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Speak in sentences using familiar vocabulary</p>	<p>Write phrases from memory and adapt to create new sentences</p>	<p>Quelles langues parles-tu? I live in - j’habite au, aux, en I speak - je parle</p> <p>apprendre, faire</p> <p>Numbers to 100 Song ‘Happy Anniversary!’</p> <p>C’est le</p>	<p>americain, anglais, libanais, italien Etats-Unis, Liban, Italie, Le drapeau</p> <p>Les matieres, recreation, les mathematiques, l’anglais, la musique, le francais, l’histoire, la geographie, les sciences, l’informatique, le sport, les arts plastiques</p> <p>Grand-mere a soixante ans trente, quarante, cinquante, soixante-huit etc....</p>
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<p><u>Week 3</u> Do you have any cousins?</p> <p><u>Week 4</u> Seasons</p> <p><u>Week 5</u> Where do you live?</p> <p><u>Week 6 (French Culture)</u> Artist study – Claude Monet (Y4) Study a painting by this artist, and try to replicate a painting of the ‘Bridge’ in Monet’s garden</p> <p>(Y6) Read the story of Monet’s garden at Giverny and do a comic strip telling the story of his life</p> <p>Unit 3</p> <p><u>Week 1</u> In Town</p>		<p>Write phrases from memory</p> <p>Describe things and actions orally and in writing</p> <p>Describe things and actions orally and in writing</p> <p>Describe places in writing and draw</p>	<p>L’arbre genealogique</p> <p>Seasons</p> <p>Ecris ton prenom, nom et adresse</p> <p>Claude Monet 1840-1926 Impressionism</p>	<p>janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</p> <p>mon cousin, ma cousine, les jumeaux, l’oncle, la tante</p> <p>les saisons, au printemps, en ete, en automne, en hiver</p> <p>J’habite a, au rue, avenue</p> <p>Giverny, Normandy la maison, le jardin, les fleurs, le pont,</p>
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<p>Week 2 Where is the bakery?</p> <p>Week 3 Shopping</p> <p>Week 4 What is it?</p> <p>Week 5 How much?</p> <p>Week 6 (French Culture) Make Baguettes using French Cheese/Ham (Y4) Other fillings (Y6)</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Develop accurate pronunciation and intonation</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures</p>	<p>Describe things and actions orally and in writing</p>	<p>Tu es ou? Les directions - tout droit, Verbs – Aller (To go) Tourner (To turn) Traverser (To cross) Etre (To be) Je suis a, au, a la, aux Song; “The Boogie-Woogie”</p> <p>Croissant /baguette tasting Le croissant, la baguette, la beurre, la confiture Song “The Shopping”</p> <p>Qu’est-ce que c’est?</p> <p>Ca fait combien? Ca fait... Verbs – couter (To cut) paier (To pay)</p>	<p>une ville, une rue, une place, le trottoir, le metro, un restaurant, une librairie, un hospital, un coiffeur, un supermarche, une boulangerie, une boucherie, un magasin, le cinema, la musee, l’école</p> <p>au marche, au supermarche, a la boulangerie, a la boucheire, a l’épicerie, a la pharmacie, au tabac</p> <p>de l’argent, de la monnaie, un billet de, les euros une piece de, les centimes</p> <p>Ca fait N’oublie pas</p> <p>Le jambon, le fromage, le thon, la salade,</p>
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<p>Unit 4</p> <p><u>Week 1</u> Wild Animals</p> <p><u>Week 2</u> To have the hunger of a wolf (be very hungry) and other sayings</p> <p><u>Week 3</u> What are tortoises like?</p> <p><u>Week 4</u> Farm animals</p> <p><u>Week 5</u> Naughty like what?</p> <p><u>Week 6 (French Culture)</u> Year 4 and Year 6 Make your own 'Saliere'</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Present ideas and information orally</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information</p>		<p>Song – Funny things at the zoo</p> <p>Poetry “Like the animals”</p> <p>Verbs: Lire (To read) Connaitre (To know) Trouver (To find)</p> <p>Song: The Farmer in his field”</p> <p>Les animaux, les coulers, les nombres</p>	<p>Les animaux, les elephants, les singes, les serpents, les perroquets, les lions, les crocodiles,</p> <p>une faim de loup, une memoire de, un chat dans, une fievre de un appetit de, une chair de</p> <p>La tortue, le corps, la tete, les pattes, les griffes, le bec, la carapace, les ecailles, la queue, les oreilles, herbivoire</p> <p>la ferme, la vache, le mouton, l’ane, l’ agneau, la poule, le poussin, les brebis, le lait, les oeufs</p> <p>malin, lente, fort, fiere, doux, bavarde, comme</p>
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<p>Unit 5</p> <p><u>Week 1</u> Free Time</p> <p><u>Week 2</u> Making Music</p> <p><u>Week 3</u> Sport</p> <p><u>Week 4</u> What are you doing this weekend?</p> <p><u>Week 5</u> What do you need?</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Understand basic grammar and apply to build sentences</p> <p>Present ideas and information orally and in writing</p> <p>Present ideas and information orally and in writing</p> <p>Present ideas and information in writing</p>	<p>En train de Verb: Dormir (to sleep) Devoir (to have to – must) Pouvoir (to be able – can)</p> <p>Verb: Ecouter (to listen) Jouer (to play) Chanter (to sing)</p> <p>Verbs: Adorer (to love) Detester (to hate)</p> <p>Verbs: Aller (to go) Regarder (to watch) Courir (to run) Chez (at the house of) Le matin, l'après-midi, le soir</p> <p>Verbs: Faire (to do), Jouer (to play),</p>	<p>parce que</p> <p>L'instrument de musique, Le piano, la guitare, la flûte, Le tambour, la trompette, Le conservatoire, Il est musicien</p> <p>sportif, sportive, le judo, la gymnastique, le tennis, le football, la course à pied, la danse, la pétanque, la natation, le rugby, le basket</p> <p>l'entraînement de, la télévision, la peinture, la piscine, les courses, la théâtre, le cinéma, la bibliothèque, le match de foot</p> <p>la baguette, les cartes,</p>
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<p><u>Week 6(French Culture)</u> Year 4 and Year 6 French Cafe</p> <p>Unit 6</p> <p><u>Week 1</u> What are you scared of?</p> <p><u>Week 2</u> What goes in my suitcase?</p> <p><u>Week 3</u> Where are you going on holiday? What are you going to do?</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Understand basic grammar and apply to build sentences</p> <p>Present ideas and information in writing and drawing</p> <p>Present ideas and information in writing and drawing – write a letter</p>	<p>De quoi ont-ils peur? Avoir peur de Verbs: Dormir (to sleep) Vivre (to live) Song “To be fed up!”</p> <p>Verb: Mettre (to put) Mon, ma, mes (my)</p> <p>Au bord de la mer Verbs: Visiter (to visit) Faire di ski (to ski) Chercher (to look for) Monter (to ide) Manger (to eat) Jouer (to play) Ramasser (to gather) Marcher (to walk) Construire (to construct)</p>	<p>le maillot, le bonnet, les lunettes, le tuba, le masque, le ballon,</p> <p>la fantome, le vampire, la momie, l’araignee, la souris, le serpent, le squelette, les sorcieres</p> <p>l a valise, une serviette de bain, un maillot, les vetements, une trousse de toilette, avec dedans le savon, le crème solaire, la brosse a dents, le dentifrice</p> <p>un crabe, la plage, un chateau de sable, un coquillage, un nageur, une etoile de mer, les pierres, la pelle, le seu</p>
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<p><u>Week 4</u> Do you know Paris?</p>	<p>Present ideas and information orally</p>		<p>Verb: Connaitre (to know) La Tour Eiffel, La Seine, La Musee du Louvre, L'Arc de Triomphe, Notre-Dame de Paris, Versailles, L'Eurodisney, La Tour Montparnasse, Le Sacre-Coeur,</p>	<p>L'endroit,</p>
<p><u>Week 5</u> What will you do at the school fair?</p>		<p>Present ideas and information orally and in writing- design a poster</p>	<p>Verbs: Inviter (to invite) Donner (to give) Presenter (to present) Regarder (to watch)</p>	<p>Les parents, le carnaval, la fete a mon ecole, le sport, un concert, le cinema, la piece du theatre, un film, le grand musicien, l'entreacte, les loustics, les boissons</p>
<p><u>Week 6 (French Culture)</u> Year 4 'Les Bateaux Mouches' sur La Seine a Paris</p> <p>Write about a journey along The Seine in Paris</p>		<p>Present ideas and information in drawing and writing- write a postcard from France</p>	<p>Verbs: Envoyer (to send) Recevoir (to receive) Rester (to stay)</p>	<p>Cher, Chere A Bientot</p>