









French components and Assessment checkpoints

YEAR A

If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20







EYFS sticky knowledge	
Overview	Although there is no requirement to teach a modern language in EYFS, children will learn about other cultures through themed learning experiences. Children in EYFS can enjoy hearing different languages, listening to the flow and alternative sounds to those they hear in English, and they can be fascinated by learning vocabulary for everyday items, including colours and numbers We frequently explore saying greetings in French, in addition to other languages, including other European languages and languages spoken by children in our school.
What French might look like in our classroom?	Languages within the classroom are fun and engaging. Children will practise saying words and listen to simple songs. Home languages will be celebrated and encouraged within the classroom. Children will learn that people come from different countries and may speak different languages. They will understand that people living in our country also speak a variety of languages.
Sticky knowledge & skills in EYFS	<ul style="list-style-type: none"> -Understand that people speak different languages in different places and in our country. - Begin to develop an awareness of listening to and replicating the sounds of a new language. - Join in with songs and games. - Begin to investigate and appreciate similarities and differences of other cultures and their celebrations.
Reception Year	Autumn 1 – Let’s sing Autumn 2 – Listen and join in Spring 1 – Storytime Goldilocks Spring 2 – Teddy Bears’ picnic Summer 1 – Storytime – Jack and the beanstalk Summer 2 – Holidays
Early Learning Goal:	<ol style="list-style-type: none"> 1 Begin to be aware of some of the sounds of a new language. 2 Begin to explore our listening skills to help hear sounds and words in a new language. 3 Explore how to listen and join in with rhymes, songs and stories.

<p>Understanding the World – People and Communities.</p>	<p>4 Explore how to join in with games, played in a different language. 5 Explore how to say some of the new sounds and words we hear in a different language.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explain some similarities and differences between life in this country and life in other countries.• Know some similarities and differences between different religious and cultural communities in this country.
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Year 1	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Let's sing	Listen & join in	Storytime Goldilocks	Teddy Bears' picnic	Storytime Jack and the beanstalk	Holidays
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	Education of the ear. Learn to listen and join in. To begin to understand that sounds in a different language have different meaning. To explore how to listen to be able to hear new sounds and words. To explore how to learn and remember language through song and rhyme. To explore replicating mouth shapes and repeating/imitating sounds. To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.					
Learning Objectives (Components)	1. I can listen and join in.	1. I can listen and join in.	1. I can listen and identify nouns. 2. I can count 1, 2, 3. 3. I can identify colours. 4. I can identify face parts. 5. I can say words big/small. 6. I can say words hot/cold.	1. I can join in with feelings. 2. I can join in with 1, 2, 3, 4. 3. I can identify and join in with colours. 4. I can listen to Teddy's names. 5. I can listen/respond to 3 commands. 6. I can listen/respond to familiar numbers, colours, name.	1. I can say 'my name is'. 2. I can say big/small. 3. I can identify and say some animal nouns. 4. I can count 1-5. 5. I can listen and identify steps to grow a plant. 6. I can listen and respond to commands.	1. I can try to say mountain and beach. 2. I can try to say it is hot, it is cold. 3. I can try to say aeroplane/boat. 4. I can try to say car/bike. 5. I can count from 1-5. 6. I can identify 4 colours.







Updated June 24

Assessment checkpoints	There is no statutory requirement to teach or assess at EYFS and KS1. The language teaching at this stage is simply about fostering a love of learning a different language and having fun with it.		
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10) Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10) Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10) Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.

Year 2	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Let's sing	Listen & join in	Storytime Goldilocks	Teddy Bears' picnic	Storytime Jack and the beanstalk	Holidays
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	Education of the ear. Learn to listen and join in. To begin to understand that sounds in a different language have different meaning. To explore how to listen to be able to hear new sounds and words. To explore how to learn and remember language through song and rhyme. To explore replicating mouth shapes and repeating/imitating sounds. To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.					
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	A new start	Calendar & celebrations	Animals I like	Carnival & using numbers	Fruits, vegetables & the hungry giant story	Going on a picnic, aliens in France and language puzzle
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language					
Vocabulary	Greeting/Farewell Numbers 1-10 Colours <i>Comment ça va? Ça va bien/mal/comme ça</i> Asking and answering what your name is	Basic classroom commands Days of the week Months of the year	Animal names and plural forms <i>Un/une...c'est mon animal préféré</i>	Numbers 11-15 Saying your age and asking the question	Fruit and vegetables I want – <i>je veux</i> I would like – <i>je voudrais...s'il vous plaît</i>	Picnic food and drink items Ask and answer the question relating to where you live.
Phonics	Silent letters ç, é & h. Sound spelling oi/ix/eu/ou	Silent letters e. Pronunciation i. Sound spelling ou/di/eux/ez.	Silent letters t/s. Pronunciation é. Sound spelling ou/in/oi/est/eau/q /ui/ch	Silent letters t/s. Sound spelling in/oi/ch/qu.	Silent letters t/s. Sound spelling omme/oi/ane/eux ou/ais.	Silent letters e/s/t/h. Sound spelling ch/j'h/ais/ou
Grammar	Intonation when asking a question.	Intonation when asking a question.	Identify a noun. Aware of plural nouns Nouns using indefinite article "a" (un/une).	Intonation when asking a question. Forming a question in French. Forming the date in French.	Polite requests Singular and plural nouns.	Polite requests Singular and plural nouns. Asking a question accurately

<p>Intercultural</p>	<p>I understand some facts about a French speaking country.</p>	<p>I know some facts about Christmas in France.</p>		<p>The tradition of carnival. Understand some Easter related vocabulary.</p>		<p>I understand what <i>La Fête de la Musique</i> is.</p>
<p>Learning Objectives (Components)</p>	<p>1. I can say a greeting. 2. I can respond to a question about name or feelings. 3. I can remember some numbers between 0-11. 4. I can say at least 4 colours.</p>	<p>1. I can understand basic classroom commands. 2. I understand and can say days of the week in the target language. 3. I understand, say and try to write some months of the year in the target language. 4. I can recall some facts about Christmas traditions in the target language country.</p>	<p>1. I can say and read the name of some animals in the target language. 2. I can recognise some plural nouns for animals in the target language. 3. I understand a simple story in the target language. 4. I can copy some names of animals in the target language. 5. I can say a simple phrase to talk about my favourite animal. 6. I can write a simple sentence about animals.</p>	<p>1. I know some facts about Carnival in the target language country. 2. I can say and begin to write numbers 1-15. 3. I can say simple sentences about myself. 4. I begin to read and write dates in the target language</p>	<p>1. I understand and participate in games involving fruit and vegetable nouns in the target language. 2. I can ask politely for some fruit or vegetable item in the target language. 3. I can listen, understand and enjoy a story in the target language. 4. I can write, with support, a simple sentence or several sentences in 1st person singular.</p>	<p>1. I can recall nouns for picnic items in the target language. 2. I can write a simple phrase, using verb, noun and adjective. 3. I can complete some simple sentences to say where they live. 4. I can ask a simple question and understand the answer. 5. I can apply their language skills to begin to learn other languages.</p>
<p>Assessment checkpoints (Listening, Reading, Writing, Speaking)</p> <p>Red colour coding means that the skill will have a summative assessment. The other skills will be assessed formatively.</p>	<p>Children who are secure will be able to: L - Identify and respond to the name question L - Identify accurately five numbers between 1-10. S – Can say name accurately using name phrase S - Can say five numbers accurately between 1-10.</p>	<p>Children who are secure will be able to: L - Can identify five days of the week L - Can identify six months of the year L - Can respond physically to a classroom command in class. S - Can say three days of the week accurately S - Can say six months of the year accurately.</p>	<p>Children who are secure will be able to: L - Can identify five familiar animal nouns. L - Can recognise the favourite familiar noun animal of a friend. S - Can say five familiar animal nouns. S - Can say a favourite animal in</p>	<p>Children who are secure will be able to: L - Can identify, understand and respond to the following: a greeting, and the questions how are you? what are you called? how old are you? L – Can recognise and understand numbers to 15. S - Can say accurately: a</p>	<p>Children who are secure will be able to: L - Can identify five familiar fruits S - Can say five familiar fruits S - Can ask politely for three different familiar fruits R - Can read five familiar fruits and breakfast items.</p>	<p>Children who are secure will be able to: L - Can recognise seven numbers between 0 and 15 L - Can join in and participate with physical responses whilst listening to the picnic story S - Can ask the question “where do you live?”</p>

	<p>R - Can read and sort in correct order five of the numbers from 1-10.</p> <p>W - Can write a greeting and farewell accurately.</p>	<p>R - Can read and sort in to order six months of the year.</p> <p>W - Can write three months or three days accurately from memory.</p>	<p>favourite animal phrase.</p> <p>R - Can recognise and read five familiar animals.</p> <p>W - Can write four familiar animal nouns accurately.</p>	<p>greeting, the name phrase, a feeling phrase.</p> <p>S - Can attempt to say the date</p> <p>R - Can recognise a greeting a farewell and two familiar questions (name, feelings).</p> <p>R - Can recognise and recall some months of the year and days of the week.</p> <p>W - Can write a full sentence name phrase and feelings phrase</p> <p>W - Can attempt to write the date</p>	<p>W - Can write a simple sentence with conjunction 'and'</p>	<p>S - Can give a spoken accurate response "I live in...."</p> <p>R - Can read and recognise five familiar words including two numbers and two colours</p> <p>W - Can write five familiar words to include numbers and colours</p> <p>W - Can write accurately a complete sentence using "I live in"</p>
When do Assessment checkpoints happen?	Reading and listening at the end of Aut 1 in the form of a paper assessment (puzzle).	Speaking and writing at the end of Aut 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Spring 1 in the form of a paper assessment (puzzle).	Speaking and writing at the end of Spring 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Summer 1 in the form of a paper assessment (puzzle).	Speaking and writing at the end of Summer 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) food and healthy living (Y8) KS4: Who am I? (Y10), food and eating out (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	A new start	Calendar & celebrations	Animals I like	Carnival & using numbers	Fruits, vegetables & the hungry giant story	Going on a picnic, aliens in France and language puzzle
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language					
Vocabulary	Greeting/Farewell Numbers 1-10 Colours <i>Comment ça va? Ça va bien/mal/comme ça</i> Asking and answering what your name is	Basic classroom commands Days of the week Months of the year	Animals names and plural forms <i>Un/une...c'est mon animal préféré</i>	Numbers 11-15 Saying your age and asking the question	Fruit and vegetables I want – <i>je veux</i> I would like – <i>je voudrais...s'il vous plaît</i>	Picnic food and drink items Ask and answer the question relating to where you live.
Phonics	Silent letters ç, é & h. Sound spelling oi/ix/eu/ou	Silent letters e. Pronunciation i. Sound spelling ou/di/eux/ez.	Silent letters t/s. Pronunciation é. Sound spelling ou/in/oi/est/eau/q /ui/ch	Silent letters t/s. Sound spelling in/oi/ch/qu.	Silent letters t/s. Sound spelling omme/oi/ane/eux ou/ais.	Silent letters e/s/t/h. Sound spelling ch/j'h/ais/ou
Grammar	Intonation when asking a question.	Intonation when asking a question.	Identify a noun. Aware of plural nouns Nouns using indefinite article "a" (un/une).	Intonation when asking a question. Forming a question in French. Forming the date in French.	Polite requests Singular and plural nouns.	Polite requests Singular and plural nouns. Asking a question accurately

<p>Intercultural</p>	<p>I understand some facts about a French speaking country.</p>	<p>I know some facts about Christmas in France.</p>		<p>The tradition of carnival. Understand some Easter related vocabulary.</p>		<p>I understand what <i>La Fête de la Musique</i> is.</p>
<p>Learning Objectives (Components)</p>	<p>1. I can say a greeting. 2. I can respond to a question about name or feelings. 3. I can remember some numbers between 0-11. 4. I can say at least 4 colours.</p>	<p>1. I can understand basic classroom commands. 2. I understand and can say days of the week in the target language. 3. I understand, say and try to write some months of the year in the target language. 4. I can recall some facts about Christmas traditions in the target language country.</p>	<p>1. I can say and read the name of some animals in the target language. 2. I can recognise some plural nouns for animals in the target language. 3. I understand a simple story in the target language. 4. I can copy some names of animals in the target language. 5. I can say a simple phrase to talk about my favourite animal. 6. I can write a simple sentence about animals.</p>	<p>1. I know some facts about Carnival in the target language country. 2. I can say and begin to write numbers 1-15. 3. I can say simple sentences about myself. 4. I begin to read and write dates in the target language</p>	<p>1. I understand and participate in games involving fruit and vegetable nouns in the target language. 2. I can ask politely for some fruit or vegetable item in the target language. 3. I can listen, understand and enjoy a story in the target language. 4. I can write, with support, a simple sentence or several sentences in 1st person singular.</p>	<p>1. I can recall nouns for picnic items in the target language. 2. I can write a simple phrase, using verb, noun and adjective. 3. I can complete some simple sentences to say where they live. 4. I can ask a simple question and understand the answer. 5. I can apply their language skills to begin to learn other languages.</p>
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When do Assessment checkpoints happen?	Reading and listening at the end of Autumn 1 (half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Autumn 2 (Christmas). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Spring 1 (Feb half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Spring 2 (Easter). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Summer 1 (May half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Summer 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	A new start	Calendar & celebrations	Animals I like	Carnival & using numbers	Fruits, vegetables & the hungry giant story	Going on a picnic, aliens in France and language puzzle
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Disciplinary knowledge	To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language					
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Grammar	Intonation when asking a question.	Intonation when asking a question.	Identify a noun. Aware of plural nouns Nouns using indefinite article "a" (un/une).	Intonation when asking a question. Forming a question in French. Forming the date in French.	Polite requests Singular and plural nouns.	Polite requests Singular and plural nouns. Asking a question accurately

<p>Intercultural</p>	<p>I understand some facts about a French speaking country.</p>	<p>I know some facts about Christmas in France.</p>		<p>The tradition of carnival. Understand some Easter related vocabulary.</p>		<p>I understand what <i>La Fête de la Musique</i> is.</p>
<p>Learning Objectives (Components)</p>	<p>1. I can say a greeting. 2. I can respond to a question about name or feelings. 3. I can remember some numbers between 0-11. 4. I can say at least 4 colours.</p>	<p>1. I can understand basic classroom commands. 2. I understand and can say days of the week in the target language. 3. I understand, say and try to write some months of the year in the target language. 4. I can recall some facts about Christmas traditions in the target language country.</p>	<p>1. I can say and read the name of some animals in the target language. 2. I can recognise some plural nouns for animals in the target language. 3. I understand a simple story in the target language. 4. I can copy some names of animals in the target language. 5. I can say a simple phrase to talk about my favourite animal. 6. I can write a simple sentence about animals.</p>	<p>1. I know some facts about Carnival in the target language country. 2. I can say and begin to write numbers 1-15. 3. I can say simple sentences about myself. 4. I begin to read and write dates in the target language</p>	<p>1. I understand and participate in games involving fruit and vegetable nouns in the target language. 2. I can ask politely for some fruit or vegetable item in the target language. 3. I can listen, understand and enjoy a story in the target language. 4. I can write, with support, a simple sentence or several sentences in 1st person singular.</p>	<p>1. I can recall nouns for picnic items in the target language. 2. I can write a simple phrase, using verb, noun and adjective. 3. I can complete some simple sentences to say where they live. 4. I can ask a simple question and understand the answer. 5. I can apply their language skills to begin to learn other languages.</p>
<p>Assessment checkpoints (Listening, Reading, Writing, Speaking)</p> <p>Red colour coding means that the skill will have a summative assessment. The other skills will be assessed formatively.</p>	<p>Children who are secure will be able to: L - Identify and respond to the name question L - Identify accurately five numbers between 1-10. S – Can say name accurately using name phrase S - Can say five numbers accurately between 1-10.</p>	<p>Children who are secure will be able to: L - Can identify five days of the week L - Can identify six months of the year L - Can respond physically to a classroom command in class. S - Can say three days of the week accurately S - Can say six months of the year accurately.</p>	<p>Children who are secure will be able to: L - Can identify five familiar animal nouns. L - Can recognise the favourite familiar noun animal of a friend. S - Can say five familiar animal nouns. S - Can say a favourite animal in</p>	<p>Children who are secure will be able to: L - Can identify, understand and respond to the following: a greeting, and the questions how are you? what are you called? how old are you? L – Can recognise and understand numbers to 15. S - Can say accurately: a</p>	<p>Children who are secure will be able to: L - Can identify five familiar fruits S - Can say five familiar fruits S - Can ask politely for three different familiar fruits R - Can read five familiar fruits and breakfast items.</p>	<p>Children who are secure will be able to: L - Can recognise seven numbers between 0 and 15 L - Can join in and participate with physical responses whilst listening to the picnic story S - Can ask the question “where do you live?”</p>

	<p>R - Can read and sort in correct order five of the numbers from 1-10.</p> <p>W - Can write a greeting and farewell accurately.</p>	<p>R - Can read and sort in to order six months of the year.</p> <p>W - Can write three months or three days accurately from memory.</p>	<p>favourite animal phrase.</p> <p>R - Can recognise and read five familiar animals.</p> <p>W - Can write four familiar animal nouns accurately.</p>	<p>greeting, the name phrase, a feeling phrase.</p> <p>S - Can attempt to say the date</p> <p>R - Can recognise a greeting a farewell and two familiar questions (name, feelings).</p> <p>R - Can recognise and recall some months of the year and days of the week.</p> <p>W - Can write a full sentence name phrase and feelings phrase</p> <p>W - Can attempt to write the date</p>	<p>W - Can write a simple sentence with conjunction 'and'</p>	<p>S - Can give a spoken accurate response "I live in...."</p> <p>R - Can read and recognise five familiar words including two numbers and two colours</p> <p>W - Can write five familiar words to include numbers and colours</p> <p>W - Can write accurately a complete sentence using "I live in"</p>
When do Assessment checkpoints happen?	Reading and listening at the end of Autumn 1 (half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Autumn 2 (Christmas). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Spring 1 (Feb half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Spring 2 (Easter). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Summer 1 (May half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Summer 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) food and healthy living (Y8) KS4: Who am I? (Y10), food and eating out (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)	EYFS: Numbers, colours & greetings. KS3: My life (Y7) KS4: Who am I? (Y10)

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	A new start	Calendar & celebrations	Animals I like	Carnival & using numbers	Fruits, vegetables & the hungry giant story	Going on a picnic, aliens in France and language puzzle
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language					
Vocabulary	Greeting/Farewell Numbers 1-10 Colours <i>Comment ça va? Ça va bien/mal/comme ça</i> Asking and answering what your name is	Basic classroom commands Days of the week Months of the year	Animals names and plural forms <i>Un/une...c'est mon animal préféré</i>	Numbers 11-15 Saying your age and asking the question	Fruit and vegetables I want – <i>je veux</i> I would like – <i>je voudrais...s'il vous plaît</i>	Picnic food and drink items Ask and answer the question relating to where you live.
Phonics	Silent letters ç, é & h. Sound spelling oi/ix/eu/ou	Silent letters e. Pronunciation i. Sound spelling ou/di/eux/ez.	Silent letters t/s. Pronunciation é. Sound spelling ou/in/oi/est/eau/q /ui/ch	Silent letters t/s. Sound spelling in/oi/ch/qu.	Silent letters t/s. Sound spelling omme/oi/ane/eux ou/ais.	Silent letters e/s/t/h. Sound spelling ch/j'h/ais/ou
Grammar	Intonation when asking a question.	Intonation when asking a question.	Identify a noun. Aware of plural nouns Nouns using indefinite article "a" (un/une).	Intonation when asking a question. Forming a question in French. Forming the date in French.	Polite requests Singular and plural nouns.	Polite requests Singular and plural nouns. Asking a question accurately

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