Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Colours and Numbers	Nursery Rhymes	Superheroes	Seasons	Minibeasts	Shapes
Key Skills	Listening and responding Asking and answering questions	Listening and responding Asking and answering questions	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions	Listening and responding Asking and answering questions	Listening and responding Asking and answering questions Reading Phonics
Learning Objectives	• I can name and recognise all 10 colours presented in this unit unaided, from memory and with good accuracy. • I can confidently count from 1-10 in French. • I may be able to spell some of the colours and some of the numbers from 1-10 in French.	• I can recall all 6 nursery rhymes from memory in French with accurate pronunciation. • I can say‘ hello’ and ‘goodbye’ in French from memory. • I can follow all the sung nursery rhymes in French and I am able to understand all of what I hear with confidence.	• I can recognise, recall, and possibly spell all 6 colours in French with accurate pronunciation. • I can recognise, recall, and possibly spell the high frequency verbs ‘I am called’ (je m’appelle), ’I have’ (j’ai), ‘I am’ (je suis) ‘I live’ (j’habite) and ’je peux’ (I am able) and place them accurately in a phrase. • I can understand all of what I am listening to. I can actively participate in the lesson remembering all the words and phrases to present and describe myself as a superhero from memory and with confidence.	• I can name and spell all 4 seasons in French from memory, with the correct article/determiner. • I can say and write a short phrase on each season from memory in French with high accuracy. • I can say and write which season is my favourite from memory in French.	• I can confidently name all 7 minibeasts in French from memory with the correct article/determiner. • I can say‘hello’ and ‘goodbye’ in French. • I can follow all the story in French and I am able to understand all of what I hear. • I can follow all the instructions presented in this unit.	• I can name and recognise all 10 shapes presented in this unit unaided from memory with good accuracy. • I can attempt to spell more than 5 of these shapes in French with relative accuracy. • I can identify which of the articles (‘un’/‘une’) most of the shapes are associated with. • I can count from 1-5 and attempt to spell these numbers in French.

Non-negotiables	Colours Numbers Likes and dislikes Asking questions	Greetings Yes and no	Greetings Yes and No Colours Likes and dislikes Asking questions	Articles, definite and indefinite and partitive Asking questions Likes and dislikes Greetings Seasons	Greetings Yes and no Likes and dislikes Asking questions	Colours Numbers Likes and dislikes Asking questions Articles, definite and indefinite and partitive

LKS2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	Phonics 1 and 2 Vegetables	Instruments	Ice creams	My Home	In the Classroom	Olympics
Programmes of Study	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using

	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.	the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied.
Key Skills	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics
Learning Objectives	• I can name and recognise all 10 vegetables presented in this unit in their plural form. • I can attempt to spell more than 5 of these vegetables in French with relative accuracy. • I can ask somebody in French for a particular vegetable, using "je voudrais" with no reminder first and know how to ask for one kilo or a half kilo. • I can perform a very simple French role play about buying	• I can name/spell all 10 instruments in French with the correct definite article/determiner. • I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. • I can say/write 10 short phrases on the 10 different instruments in	• I can name and recognise all 10 ice-cream flavours as presented in this unit. • I can attempt to spell more than 5 of these flavours in French with high accuracy. • I can say in French that I would like an ice-cream using 'je voudrais'. • I can specify in French what flavour ice-cream I would like. • I can specify in French whether I would like my ice-	I can say and write whether I live in a house or an apartment. • I can say and write where my house or apartment is based using the choices given. • I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all these words unaided with good accuracy. • I can ask somebody what rooms they have or do not have in their home and	I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. • I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.	• I can tell you key facts from the history of the Olympics and from the modern games in French. • I can remember all the nouns for the ten sports, including their correct spelling and their correct gender in French, without help in any shape or form. • I can conjugate the verb FAIRE in full. I can use this to say that I or somebody else plays a sport in French. • I can use de la, de l' and du correctly

	vegetables at a market stall.	French from memory.	cream in a cone or a small pot/tub.	also answer this question back from memory including a negative reply. • I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details.		when saying I play a sport. I also know how to use the negative correctly.
Non Negotiables	Asking questions Articles, definite, indefinite and partitive Yes and no Je voudrais	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Negatives Articles, definite, indefinite and partitive Yes and no	Asking questions Possessives Negatives Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Phonics 3 and 4 The Date	At the Tea Room	Do you have a pet?	Clothes	At School	Healthy Living
Programmes of Study	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a	• understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a

	range of writing in the language studied.	range of writing in the language studied.	range of writing in the language studied.	range of writing in the language studied.	range of writing in the language studied.	range of writing in the language studied.
Key Skills	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics
Learning Objectives	• I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the year to their English equivalent. • I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer. • I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder.	• I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. • I can change a singular noun to a plural noun in French. • I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.	I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. • I can ask somebody if they have or do not have a particular pet and give this information back from memory. • I can also tell you the name of my pet from memory using a full sentence in French. • I can improve my spoken and written French by using the connectives et ("and") or mais ("but").	• I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. • I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb porter. • I can tell you what I wear, possibly what my friend wears in different weather/situations. • I can describe clothing by colour and understand the	I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. • I can say which subjects I like and dislike at school. • I can say why I like/dislike certain school subjects. • I can tell you what time I have subjects at school.	• I can name and recognise 10 foods and drinks that are considered good for a healthy diet. • I also name another 10 foods and drinks that are considered bad for a healthy diet if eaten in excess. • I can tell you a few things that I do/do not do during the week in terms of exercise. • I can give you a general account of what I do to lead a healthy lifestyle unaided from memory. • I can now follow a simple French recipe and research new words on my own.

				concept of adjectival agreement. • I am confident using the possessive adjectives mon, ma and mes and can do so with high accuracy.		
Non Negotiables	Numbers Seasons Weather Days Months	Articles, definite, indefinite, partitive. Greetings Please and thank you Je Voudrais	Articles, definite, indefinite, partitive. Negatives	Colours, to be.	Likes and dislikes, c'est plus adjectives	Negatives,

Key Stage 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	Greetings	Transport	In The Jungle	Under The Sea	In My Town	Teddy Bear Picnic
Key Skills	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics
Learning Objectives	• I can say 'hello' (informally and formally). • I can say what I am called. • I can ask somebody how they are feeling and give a reply back.	• I can name all 7 modes of transport in French from memory, with the correct article/determiner and with accurate pronunciation. • I can say a short phrase on each	• I can name 7 jungle animals in French from memory, with the correct article/determiner and with accurate pronunciation. • I can say a short phrase on each	• I can name all seven sea creatures in French from memory, with the correct article/determiner and with accurate pronunciation. • I can say a short phrase on each sea	• I can name and attempt to spell all 7 places from the town in French with their correct article/determiner from memory and with high accuracy. • I fully understand that	• I can follow all the story of Lili and Nounours in French and I am able to understand all of what I hear. • I can confidently name all 5 of the key elements/vocabulary from the story.

	• I can say 'goodbye' and 'see you soon'.	mode of transport from memory in French with high accuracy. • I can listen to the whole French transport song and understand all of what I am listening to. I can actively participate by remembering all the words and actions for all the verses.	jungle animal from memory in French with high accuracy. • I can listen to the whole of the jungle song in French and understand all of it. I can actively participate, remembering the words and actions for all the song.	creature from memory in French with high accuracy. • I can listen to the whole of the under the sea song in French and understand all of what I am listening to. I can actively participate remembering the words and actions for all the verses.	articles/determiners work differently in French as compared to English and that I will have to always learn the article/determiner alongside the noun. • I can say seven short phrases using the verb 'il y a' (there is) and each place from the town in French. I can do this from memory and with high accuracy.	• I can say 'hello', 'I am called' as well as 'yes' and 'no' in French independently.
Non-Negotiables	Greetings, yes, no, please, thank you, asking questions.	Yes, no, colours Articles, definite, indefinite, partitive. asking questions.	Articles, definite, indefinite, partitive. asking questions.	Articles, definite, indefinite, partitive. asking questions.	Articles, definite, indefinite, partitive asking questions.	Greetings, yes, no, asking questions.

LKS2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	Phonics 1 and 2 I am Learning	Animals	I am Able I know how to	Fruits	Presenting Myself	My Family
Key Skills	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics

Learning Objectives	• I can find France on a map of the world if an adult directs me to some of the surrounding countries. • I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. • I can recognise some numbers from 1-10 in French. • I can recognise some of the key ten colours in French.	• I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy. • I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. • I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.	• I can name and spell all 10 action verbs in French from memory and with high accuracy. • I can match these verbs to their picture easily. • I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.	• I can name and recognise all 10 fruits presented in this unit with the correct article. • I can attempt to spell more than 5 of these fruits in French with relative accuracy • I can ask somebody in French if they like a particular fruit with no reminder first. • I can say in French which of the 10 fruits I like and dislike, without the need for a model answer	• I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. • I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. • I can repeat correctly how to say my nationality.	• I can remember all the language covered in the 'Presenting Myself' unit, without help. • I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. • I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various

						family members are. • I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.
Non Negotiables	Asking questions Articles, definite, indefinite and partitive Yes and no Je voudrais	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no

UKS2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	Presenting Myself	My Family	In the Classroom	At the Weekend	Habitats	WW11
Key Skills	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics	Listening and responding Asking and answering questions Reading Phonics

Learning Objectives	• I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. • I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. • I can repeat correctly how to say my nationality.	• I can remember all the language covered in the 'Presenting Myself' unit, without help. • I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. • I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members	• I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. • I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.	• I can ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to. • I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend. • I can highlight the verb in these sentences. • I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work.	• I can name all 5 essential elements that plants and animals need to survive in their habitats, without help. • I can tell you in French 5 types of habitats and show you where they are on a world map. • I can tell you in French what animals and plants live and grow in which habitat. • I can say a couple of sentences from memory in French about animal and plant adaptations.	• I can now order a group of unknown words and decode most of the meaning in a piece of French text. • I have learnt a range of strategies to improve my reading and listening skills in French. • I can name most of the countries and languages involved in WW2 and label a map in French. • I can give you an account of what city life was like compared to country life during the war. • I can write a simple letter in French using all the knowledge I have learnt in this unit.

Non-Negotiables	Asking questions Articles, definite, indefinite and partitive Yes and no Je voudrais	Asking questions Articles, definite, indefinite and partitive Yes and no,	Asking questions Articles, definite, indefinite and partitive Yes and no, likes, dislikes, negatives	Asking questions Articles, definite, indefinite and partitive Yes and no	Asking questions Articles, definite, indefinite and partitive Yes and no, likes, dislikes	Asking questions Articles, definite, indefinite and partitive Yes and no