



St Cuthbert's C of E Primary School

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Skills Progression for French St. Cuthbert's C of E Primary School

Strand	Year 3	Year 4	Year 5	Year 6
Listening	National Curriculum Programmes of Study Pupils should be taught to: 1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			
	Children can repeat words modelled by teacher, show understanding with an action. Children can understand and respond to a few familiar spoken words and short phrases, including simple instructions.	Children can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). Children can pick out known words in an 'authentic' conversation. Children can understand and respond to a range of familiar spoken words and short phrases, including instructions.	Children begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	Children listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Children can understand a short passage made up of familiar words and basic phrases.
Speaking	National Curriculum Programmes of Study Pupils should be taught to: 1. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 2. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 3. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 4. Present ideas and information orally to a range of audiences			
	Children learn specific vocabulary and develop accuracy in pronunciation by listening to and repeating the utterances of authentic speakers OR recordings of authentic speakers. Children recognise a familiar question and respond with a simple rehearsed response.	Children can recall and use common phrases. Children develop accuracy when pronouncing phrases, by listening to and repeating utterances of authentic speakers OR recordings of authentic speakers.	Children can ask and answer questions on the current topic. Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Children can engage in short scripted conversations. Children can ask and answer simple questions on a few very familiar topics. Children can speak in longer sentences, learning to use particular sentence structures

	Children can repeat and recall familiar words and short simple phrases, using understandable pronunciation.	Children can produce short pre-prepared phrases on a familiar topic, using secure pronunciation. Children can perform short role plays on a topic, with several exchanges and secure pronunciation.		more flexibly to create their own sentences.
Reading	National Curriculum Programmes of Study Pupils should be taught to: <ol style="list-style-type: none"> 1. Read carefully and show understanding of words, phrases and simple writing. 2. Appreciate stories, songs, poems and rhymes in the language. 3. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 			
	Children begin to recognise written vocabulary/ single words. Children begin to recognise written phrases.	Children begin to recognise simple written phrases. Children recognise simple written phrases and understand a range of familiar written phrases.	Children read and show understanding of more complex written phrases. Children read and show understanding of a piece of writing based on the current topic. Children read short passages and answer questions on what they have read.	Children practice reading longer texts aloud. These will contain taught phrases and vocabulary. Children can understand a short text made up of short sentences with familiar language on a familiar topic. Children can use a dictionary or word list
Writing	National Curriculum Programmes of Study Pupils should be taught to: <ol style="list-style-type: none"> 1. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 2. Describe people, places, things and actions orally and in writing. 			
	Children can copy simple vocabulary. Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning	Children can write simple words and several short phrases from memory. Children use understandable spelling.	Children begin to use dictionaries to find the meaning of unknown words and to translate their own ideas. Children can write words, phrases and short simple sentences from their repertoire from memory with understandable spelling.	Children adapt taught phrases to create new sentences. Children can write short, simple texts from memory, using simple sentences from one familiar topic with reasonable spelling.
Grammar	National Curriculum Programmes of Study Pupils should be taught to:			

	<p>1. 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.</p>			
<p>Children can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Children can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Children can use indefinite and definite articles with singular and plural nouns.</p> <p>Children can use prepositions of place and sequencers</p>	<p>Children can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Children can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>	

Year 3

Week	Content	Key skills and activities
2 weeks	Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	<ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange
2 weeks	Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, Oui, non	<ul style="list-style-type: none"> • Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker
3 weeks	Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	<ul style="list-style-type: none"> • Auditory discrimination between un/ une • Enjoy making French sounds and copy intonation patterns • Listen to and follow simple commands
2 weeks	Ask for and give name Comment t'appelle-tu? Je m'appelle, Monsieur, Madame, Mademoiselle	<ul style="list-style-type: none"> • Recognise a question form • Perform a simple communicative task
4 weeks	Revision of numbers 0-10 Ask for and state age Quel âge as-tu? J'ai . . . ans	<ul style="list-style-type: none"> • Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between sounds and spellings (phonics) • Recognise some familiar words in written form
3 weeks	Nativity play – characters in the nativity play and simple dialogue Letter to Father Christmas	<ul style="list-style-type: none"> • Perform a role in a class nativity play • Join in singing a French carol • Experiment with writing
3 weeks	Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose	<ul style="list-style-type: none"> • Letter strings oi, eu • Perform actions to a French song
3 weeks	Colours Gris, violet, marron Verb- est (is) Connective – et (and)	<ul style="list-style-type: none"> • Experiment with writing • Respond to sound patterns
3 weeks	Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Food items Les chips, le coca, les suchettes, le chocolat, les bonbons	<ul style="list-style-type: none"> • Letter string – on • Understand and respond to a question • Notice spelling of words
3 weeks	Easter theme Making a pancake Easter celebrations Making an Easter card	<ul style="list-style-type: none"> • Develop understanding of customs and traditions • Experiment with writing • Recite a finger rhyme and recognise how sounds are presented in written form
2 weeks	No new content Phonics	<ul style="list-style-type: none"> • Letter strings – eu, oi

		<ul style="list-style-type: none"> • Listen and respond to a nursery rhyme and an extended text
2 weeks	Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	<ul style="list-style-type: none"> • Join in reading a story • Match sound to the written word • Copy correctly
3 weeks	Months of the week janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<ul style="list-style-type: none"> • Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
4 weeks	Revision and gaps	<ul style="list-style-type: none"> • End of term quiz

Year 4

Week	Content	Key skills and activities
1 week	Revision of colours	<ul style="list-style-type: none"> Listen to and follow a short story
2 weeks	Parts of the body: Une tête, un nez, des dents, des chevaux, des yeux, une biouche, des oreilles Adjectives: Grand, petit, gros, long, pointu	<ul style="list-style-type: none"> Identify adjectives in a text and recognise that they can change spellings Listen for specific words and phrases Pronounce some words accurately
3 weeks	Parts of the body: La jambe, le pied, le ventre, la main, le bras, l'épaule, le genou Asking for French translation: Comment dit-on . . . en français? Revision of adjectives	<ul style="list-style-type: none"> Understand that all nouns have a gender Ask how to say something in French Listen for a key sound as it occurs in a rhyme
1 week	Revision of asking for French translation Comment dit-on . . . en français?	<ul style="list-style-type: none"> Appreciate similarities between English and French nursery rhymes Recite a nursery rhyme Follow a text as it is read aloud
2 weeks	Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la giraffe, le singe, le crocodile, le pingouin	<ul style="list-style-type: none"> Follow a story using visual clues Listen for rhyme and rhythm
1 weeks	Some letters of the alphabet Introduction of vowels	<ul style="list-style-type: none"> Recognise some letters of the alphabet Listen for sounds, rhyme and rhythm
2 weeks	Verb – être (to be): Il est (he is) Elle est (she is) Quantifiers: assez, très Adjectives: Grand, petit, gentil, rigolo, féroce	<ul style="list-style-type: none"> Say 6 vowel sounds in French Write simple words and phrases following a model Read words aloud with accurate pronunciation
2 weeks	Christmas theme revising body parts Phrases and vocabulary work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game À toi, à moi, le dé	<ul style="list-style-type: none"> Participate in a short drama Play a game communicating in French
1 week	Christmas theme Two expressions: Oh là là, j'aime ça	<ul style="list-style-type: none"> Join in singing a French song Write individual words or short sentences in French

1 week	Receptive vocabulary only from song- Meunier tu dors Le moulin, vite, le menunier, fort, le lapin, le poulet, le châton	<ul style="list-style-type: none"> • Recite a short poem from memory • Identify rhyming words in short texts • Letter string in
2 weeks	Members of the family: La père, la mère, le frère, la soeur, le grand-père, la grand-mère Possessive adjectives: Mon, ma	<ul style="list-style-type: none"> • Present a short role play introducing family members • Ask and answer questions
1 week	Ask and answer questions about family members	<ul style="list-style-type: none"> • Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words
2 weeks	Vocabulary for story: Le radis géant La petite fille, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	<ul style="list-style-type: none"> • Follow a French story and join in reading • Recognise nouns and verbs in French • Compare traditional stories
2 weeks	Revision of pets vocabulary Verb – avoir (to have): J'ai (I have) Je n'ai pas de (I haven't) Connectives: et, aussi	<ul style="list-style-type: none"> • Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France
2 weeks	No new core vocabulary	<ul style="list-style-type: none"> • Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation
2 weeks	Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	<ul style="list-style-type: none"> • Listen for sounds • Identify strategies for learning vocabulary • Write some words from memory
2 weeks	Revision of hobbies Opinions phrases: J'adore, j'aime, je n'aime pas	<ul style="list-style-type: none"> • Read and understand a paragraph with familiar vocabulary and structures • Recognise positive and negative statements in English and French • Memorise and present two sentences or more
3 weeks	Tu aimes . . . ? Numbers 12-31	<ul style="list-style-type: none"> • Conduct a short interview in French, asking and answering questions • Listen for a specific sound in a song
2 weeks	Revision of leisure activities and opinions phrases	<ul style="list-style-type: none"> • Conduct a survey in French • Know the names of some major airports and ports in France • Learn how to play a popular French game
2 weeks	Two weather expressions: Il fait froid, il fait chaud	<ul style="list-style-type: none"> • Understand different possibilities for travelling abroad •

	Quantifiers: Très, un peu	
2 weeks	Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	<ul style="list-style-type: none">• Pack an imaginary suitcase for a holiday, writing individual words

Year 5

2 weeks	Il y a Buildings on the high street: Un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a shorty text with accurate pronunciation • Appreciate similarities and differences between French and English high streets
2 weeks	Directions A gauche, à droite Revision of connectives – et, aussi Revision of adjectives – grand, petit	<ul style="list-style-type: none"> • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary
2 weeks	Asking where places are Il y a? C'est, au coin Pause words Et alors, voyons, eh bien	<ul style="list-style-type: none"> • Taking part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange
2 weeks	Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, 4 heures et demie Très, assez	<ul style="list-style-type: none"> • Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings - in/oi
1 weeks	No new vocabulary	<ul style="list-style-type: none"> • Understand and express simple opinions • Write short sentences, substituting vocabulary in model sentences
2 weeks	Christmas Theme Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie Revision of colours and verb être- je suis / je ne suis pas	<ul style="list-style-type: none"> • Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England
2 weeks	Christmas theme No new vocabulary	<ul style="list-style-type: none"> • Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words
3 weeks	Revision of days of the week Revision of hobbies introduced in Year 4 Simple future tense	<ul style="list-style-type: none"> • Understand and express simple opinions • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense

	Je vais encore	<ul style="list-style-type: none"> Listen to a native speaker and understand more complex phrases and sentences
2 weeks	Months of the year Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<ul style="list-style-type: none"> Imitate pronunciation of sounds Identify social conventions at home and in other cultures
3 weeks	Revision of sports/ hobbies vocabulary Revision of numbers 0-50 Comparisons ...plus que ...more than Revision of immediate future – je vais + verb	<ul style="list-style-type: none"> Investigate the effects of exercise on pulse rate Understand more complex phrases, including comparisons
2 weeks	Revision of fruit from Year 3 Food including Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petit pois	<ul style="list-style-type: none"> Find words in a bilingual dictionary Take part in a conversation expressing likes / dislikes of certain foods, using stalling strategies as appropriate Listen to and understand a native speaker expressing likes and dislikes
1 week	Food items as above Revision of connectives: et, mais, aussi	<ul style="list-style-type: none"> Design a balanced meal, with foods labelled in French Extend basic sentences by using connectives Use negatives Express opinions in short, written sentences included in a PowerPoint presentation
2 weeks	No new vocabulary	<ul style="list-style-type: none"> Memorise and present a short rhyme Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus Investigate and share strategies for learning new vocabulary
2 weeks	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veuz . . ? je voudrais	<ul style="list-style-type: none"> Develop accuracy in pronunciation and intonation Use spoken language spontaneously during a breakfast role play
2 weeks	Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel	<ul style="list-style-type: none"> Watch and understand a demonstration in French of the method of making a dessert Order sentence cards to re-create the method Write words and phrases using a reference
2 weeks	Revision of days of the week / months of the year Aujourd'hui c'est le lundi 10 octobre Weather	<ul style="list-style-type: none"> Identify the date from an audio recording Use short sentences to give a description of the weather Look and listen for visual and aural clues in an audio recording

	Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige	
2 weeks	Revision of weather phrases Seasons En automne, en hiver, au printemps, en été Extension Normalament, en général	<ul style="list-style-type: none"> • Identifying rhyming words and make up a short rhyming poem using weather conditions • Use simple sentences to present a mini weather report in French • Write two or more sentences describing the weather in each season in French • Recognise similarities and differences between places
2 weeks	Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre	<ul style="list-style-type: none"> • Learn and join in singing a traditional French song • Prepare a short presentation saying where you live and what the climate is like • Scan a more detailed text with unknown language for details
2 weeks	No new vocabulary	<ul style="list-style-type: none"> • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and France • Collect items which relate to our lifestyle • Investigate French supermarket websites to find out in what ways they differ from English supermarkets
1 weeks	No new vocabulary	<ul style="list-style-type: none"> • Take part in a quiz which revises many topics and skills learnt during the year

Year 6

2 weeks	Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negatives from Year 4 Je n'ai pas de	<ul style="list-style-type: none"> • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence
2 weeks	As above As-tu. . .?	<ul style="list-style-type: none"> • Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work
3 weeks	Revision of clothes vocabulary from Year 4 + des chaussures, des chaussettes, un sweat Revision of expressing opinions from Year 3,4 and 5: J'aime, je n'aime pas Justifying opinions: J'aime pas le rouge C'est + adjective	<ul style="list-style-type: none"> • Match sound to sentences and paragraphs • Add two short verses to a rhyming poem • Understand details including opinions from spoken paragraphs • Construct a short paragraph by adapting a model
3 weeks	Revision of family members (Year 4) Revision of structures (Year 4/5): Il s'appelle; il a x ans; il est; il habite `à Revision of quantifiers from Years 3-5: Très, assez Revision of adjectives from Year 4: sympa, intelligent, amusant + Sportif / sportive Beau / belle	<ul style="list-style-type: none"> • Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/ false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning e.g., tone of voice
2 weeks	Revision of verb être from Years 4/5 Il est, elle est Occupations vocabulary Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur	<ul style="list-style-type: none"> • Understand that some nouns for occupations change their spellings in relation to their gender • Understands key details from a short, spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from a song • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – il est infirmier

2 weeks	Revision of family members Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plait Merci	<ul style="list-style-type: none"> • Play a game using phrases in French • Recognise adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words
1 week	As above	<ul style="list-style-type: none"> • Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience
1 week	Christmas theme Revision of vocabulary from Years 3-5	<ul style="list-style-type: none"> • Using correct pronunciation, learn a Christmas song
2 weeks	Revision of Il y a and where you live: Il y a ; j'habite dans; j'habite à Voici Une maison Un appartement Receptive use of eight rooms of the house	<ul style="list-style-type: none"> • Match sound to individual word in a list of nouns • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad • Reflect on techniques for memorising language • Re-use known language in a new context
3 weeks	As above + Revision of adjectives from Year 4: Petit, grand, superbe, magnifique + immense, de luxe, en haut, en bas	<ul style="list-style-type: none"> • Recognise and practice the French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own piece of writing, adapting a model
2 weeks	Prepositions revision from Year 5 + Sur, sous	<ul style="list-style-type: none"> • Identify nouns and adjectives contained in a text • Sort word cards into nouns, verbs, adjectives, prepositions • Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs • Recognise potential hazards when using dictionaries and how abbreviations can help • Read phrases with appropriate intonation and expression
2 weeks	Repetition revision Year 3 and 4: Répète, s'il te plait; répétez, s'il vous plait; . . . qu'est-ce que c'est en français? Furniture vocabulary	<ul style="list-style-type: none"> • Ask for repetition/ clarification in French • Revise the sound of the letter i in French • Use knowledge of pronunciation patterns to create a rap
1 week	Revision of stalling strategies from Year 5	<ul style="list-style-type: none"> • Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate • Read for enjoyment
2 weeks	Revision of days of the week and months of the year from Years 3-5 Revision of verb aller from Year 5: on va On va aller, partir	<ul style="list-style-type: none"> • Understand that French is spoken in many countries throughout the world • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model

2 weeks	Accommodation – where to stay On va rester dans. . . Un hôtel, un appartement, un gîte, un camping	<ul style="list-style-type: none"> • Look at different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate
3 weeks	On va aller, prendre Transport: En bateau, en avion, en voiture, en train	<ul style="list-style-type: none"> • Look at travel options • Look at foods typical of that country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information
2 weeks	Places to visit On va visiter, regarder D'abord, plus tard	<ul style="list-style-type: none"> • Research places of interest for holidays • Write a programme of activities for a week on holiday, adapting a model
2 weeks	Places to visit	<ul style="list-style-type: none"> • Prepare a presentation for next lesson regarding holiday plans and the area to be visited • Consider material to be used in the presentation: cultural information, - food, climate, places of interest, festivals, songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task • Perform to an audience
2 weeks	Revision of vocabulary learned throughout the year Quiz	<ul style="list-style-type: none"> • Recall key vocabulary learned during the year • Answer quiz type questions

French long-term plan

1. Year Group/Term	T1	T2	T3	T4	T5	T6
Year 3	<ol style="list-style-type: none"> Greetings Numbers 0- 10 Classroom instructions 	<ol style="list-style-type: none"> Ask for and give name Revision of numbers 0-10 Christmas 	<ol style="list-style-type: none"> Colours Fruit/ food 	<ol style="list-style-type: none"> Fruit/ food Easter 	<ol style="list-style-type: none"> Phonics Days of the week 	<ol style="list-style-type: none"> Months of the week Revision and gaps
Year 4	<ol style="list-style-type: none"> Revision of colours Parts of the body Asking for French translation Revision of asking for French translation 	<ol style="list-style-type: none"> Zoo Animals Phonics – alphabet Christmas theme revising body parts Christmas 	<ol style="list-style-type: none"> Receptive vocabulary Members of the family Story vocabulary 	<ol style="list-style-type: none"> Pets Hobbies Easter 	<ol style="list-style-type: none"> Revision of hobbies Opinions vocabulary Numbers 12-31 	<ol style="list-style-type: none"> Revision of leisure activities and opinions phrases Weather Holidays – clothes for packing a suitcase
Year 5	<ol style="list-style-type: none"> Il y a + buildings on the high street Directions Asking where places are 	<ol style="list-style-type: none"> Revision of days of the week Express simple opinions Christmas 	<ol style="list-style-type: none"> Revision of hobbies Simple future tense Months of the year 	<ol style="list-style-type: none"> Revision of sports / hobbies Revision of numbers 0-50 Revision of fruit 	<ol style="list-style-type: none"> Similarities English / French eating habits Ingredients for a French dessert Revision of days of the week / months 	<ol style="list-style-type: none"> Weather Seasons Where you live UK / French lifestyles Revision - quiz
Year 6	<ol style="list-style-type: none"> Classroom routines Recap of simple negative (Year 4) Clothes (revision + new) Opinions (Revision + new) 	<ol style="list-style-type: none"> Revision of family members Structures and quantifiers revision Adjectives (revision + new) Revision of verb être Occupations Christmas 	<ol style="list-style-type: none"> French phrases for games Adjectives (Revision + new) Il y a and where you live (Revision Year 4/5+ new) vocabulary Adjectives (Revision + new) 	<ol style="list-style-type: none"> Prepositions (Revision + new) Revision of repetition requests (Year 3/4) Furniture 	<ol style="list-style-type: none"> Revision of days of the week/ months Revision of verb aller Accommodation 	<ol style="list-style-type: none"> Transport Places to visit Revision - quiz

