



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Greetings and Numbers	Colours and Animals	Days, Months, Seasons and Fruits	Food, Drink and Giving Preferences	Family	Cultural Diversity and Revision
Year 2	Revising Numbers and Telling Time	Parts of the Body and Feeling Unwell	New Food and Drink	Likes and Dislikes	Weather and Transport	Clothing and Shops
Year 3	Greetings and Numbers	Colours and Animals	Days, Months, Seasons and Fruit	Food, Drink & Giving preferences	Family, Stories and Conversation	Cultural Diversity
Year 4	Telling the Time & Revising Numbers	Parts of the Body/Feeling Unwell	New Foods & Drinks	Likes and Dislikes	Weather & Transport	Clothing & Shops
Year 5	Verbs & Questions	TV, Music and Movies	Around the House and at School	Food & Eating Out	Leisure, Sports and Time	Friendships and Personalities
Year 6	Family & Friends	Descriptions	Familiar Places	Our World	Special Occasions	Daily Routine

Year 7 Expectations

Aims

The national curriculum for languages aims to ensure that all pupils:

- 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.

Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues



French Curriculum Overview

- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately

- transcribe words and short sentences that they hear with increasing accuracy

- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

- express and develop ideas clearly and with increasing accuracy, both orally and in writing

- speak coherently and confidently, with increasingly accurate pronunciation and intonation

- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.