

Year 3 and 4 Curriculum Plan – French



| | Autumn | Spring | Summer |
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| Year 3 | <p>Basic Greetings. Asking and saying your name and age.</p> <p>Nouns (musical instruments and classroom objects), introducing masculine and feminine.</p> <p>Numbers 1-10</p> <p>Colours.</p> | <p>Body parts, using gender agreement for adjectives to describe eyes and hair.</p> <p>Days of the week.</p> <p>Character descriptions.</p> <p>Animals and pets (J'ai)</p> <p>Numbers 11-20</p> <p>Giving someone's name and describing them.</p> <p>Using 'il' and 'elle'.</p> | <p>Identify members of your family.</p> <p>The alphabet.</p> <p>Household items, using prepositions dans and sur to describe their position.</p> <p>Ask for items of food and give an opinion.</p> <p>Numbers 21-31</p> <p>Months.</p> |
| Year 4 | <p>Revise describing people.</p> <p>Nationalities.</p> <p>Talking about leisure activities.</p> <p>Telling the time and saying what time you do activities.</p> | <p>Intercultural understanding: comparing how we celebrate special times of the year, French festivals and dates. (using previously learnt months and numbers)</p> <p>Numbers 31-60</p> <p>Giving and understanding commands.</p> <p>French cities and how to get there using basic directions. Using simple weather phrases.</p> | <p>Shopping for food.</p> <p>Asking and saying the cost of food items.</p> <p>Talking about the activities at a party, with opinions.</p> <p>Francophone countries and discussing the languages we speak.</p> <p>Clothes, using previous learnt adjectives inc. colour to describe.</p> |

| Languages National Curriculum Expectations LKS2 | Year 3 | | | Year 4 | | |
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| | Autumn | Spring | Summer | Autumn | Spring | Summer |
| To listen attentively to spoken language and show understanding by joining in and responding | | | | | | |
| To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | | | | | | |
| To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | | | | | | |
| To speak in sentences, using familiar vocabulary, phrases and basic language structures | | | | | | |
| To develop accurate pronunciation and intonation so that others understand when they are speaking | | | | | | |
| To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | | | | | | |
| To develop accurate pronunciation and intonation so that others understand when they present ideas and information orally to a range of audiences | | | | | | |
| To read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language | | | | | | |
| To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | | | | |
| To write phrases from memory, and adapt these to create new sentences, to express ideas clearly | | | | | | |
| To describe people, places, things and actions orally and in writing | | | | | | |
| To 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. | | | | | | |