

**KS2 French Overview**  
**Red Phase French Overview**

**Year 3**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Getting Started</b>	<b>The Calendar &amp; Celebrations</b>	<b>Animals</b>	<b>Carnival &amp; Playground Games</b>	<b>Breakfast</b>	<b>Going on a Picnic</b>
Engage in simple conversation when greeting one another  Ask & answer questions about feelings  Make statements & ask questions about a person's name & age  Recall & read numbers 1-10  Recall the names of different colours	Recall & read the names of different colours  Recall, read & write the colours linked to autumn & bonfire night  Recall, read & write the days of the week  Recall, read & write the months of the year	Recall, read & write numbers 1-10 & the names of colours  Recall & read the names of animals  Identify a favourite animal Recognise some plural nouns for animals  Listen to & understand an animal story & write sentences about animals	Recall facts about a carnival in France  Learn & write extended songs about colours & days of the week  Play playground games relating to colours  Play playground games relating to numbers	Recall the names of fruit & vegetables & express opinions  Play games with fruit & vegetable names  Read & recall words for breakfast foods  Politely request an item of food  Listen to & understand a story about food	Recall & understand where a person lives  Ask & answer conversational questions about food expressing opinions  Recall, read & write the names of fruit & vegetables  Listen to & join in with a story about a picnic  Use familiar language to retell a picnic story
<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities	<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities	<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities

### Year 3 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
A range of colours	Listen to & respond to short phrases & sentences made up of familiar language
Numbers to 10	Listen to & understand simple classroom instructions
Days & months	Give a short response to familiar spoken questions
A range of animals including plurals	Engage in conversation with 1-2 exchanges
A range of playground games	Join in with a simple song in the target language
A range of foods	Read & understand short texts, using familiar language, noting the main points
Greetings & feelings vocabulary	Write words & short phrases on a familiar topic from memory
On, j, oi sounds	Start to link the sound & spelling of a range of familiar words

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Welcome to School</b>	<b>Robot Town</b>	<b>Family Tree &amp; Alien Faces</b>	<b>Celebrating Carnival &amp; Body Parts</b>	<b>Feeling Unwell &amp; Jungle</b>	<b>Summer Time</b>
Ask & answer questions about themselves  Recall numbers 1 - 10 & classroom instructions  Recall, read & write numbers 1 - 20  Recall, read & write the days of the week & months of the year  Recall & read the names of the rooms in a school  Recall & read the names of classroom objects	Recall, read & write the names of different colours  Write a poem about Bonfire Night  Recall, read & understand commands & instructions  Recognise & identify places in a town  Ask for & give simple directions & write them	Recall, read & write the months of the year  Recall, read & write the words for members of a family  Write a description of their own family  Recall, read & write the names of the facial features	Understand & recall the nouns & plural nouns for animals  Recall, read & write different parts of the body  Respond to commands involving parts of the body  Recall, read & write the names of the facial features  Write a description of a person using nouns, numbers & colours	Recall, read & write the parts of the body  Explain what parts of the body hurt  Read, recall & write the names of jungle animals  Read & understand animal descriptions including colour & size  Write a sentence to describe a jungle animal  Read, understand & write sentences to describe a mythical creature	Recall the different weather types  Play games & recall phrases about the weather  Ask & write questions about the weather  Write sentences about the weather in different seasons  Recall, read & write different flavours of ice cream & how to ask for one
<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities	<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities	<b>British Value:</b>  A sense of enjoyment & fascination in learning about themselves, others & the world around them  <b>UNCRC Article:</b>  <b>Article 29:</b> Education must develop every child's personality, talents & abilities to the full.	<b>British Value:</b>  Respect & appreciation of the range of different cultures within school & further afield  <b>UNCRC Article:</b>  <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities

## Year 4 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
A range of classroom objects	Listen & respond to sentences & short texts made up of familiar language, identifying the main points
The names of rooms in a school	Listen & respond to a range of classroom instructions
Numbers to 20	Ask & answers questions to engage in a conversation of 2-3 exchanges
A range of classroom commands & instructions	Join in with songs & simple stories in the target language
A range of places in a town & how to give simple directions	Read aloud familiar short phrases & sentences with good pronunciation
The names of family members	Independently read short passages of familiar words, identifying, noting & responding to the main points
A range of body parts & facial features	Start to use a glossary or picture dictionary to identify unfamiliar words
How to say something hurts	Write phrases & sentences on a familiar topic from memory
A range of jungle animals	Use knowledge of range of phonics to improve spelling accuracy
Simple adjectives to describe the size & colour of animals	Use a simple conjunction (and/but) to extend sentences
How to talk about the weather	
Different flavours of ice cream & how to ask for one.	
Eau,au, eu sounds	

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## Blue Phase French Overview

### Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our School	Time in the City	Healthy Eating	Clothes, Colours & Fashion	Out of this World	Going to the Seaside
<p>Introduce themselves &amp; write questions to ask about others</p> <p>Explain in detail how they are feeling</p> <p>Read, write &amp; understand the names of subjects in school</p> <p>Read about a school day</p> <p>Give opinions about school subjects</p>	<p>Explore &amp; describe a city in France</p> <p>Design &amp; describe a city of the future</p> <p>Read, write, understand &amp; give information about a city</p> <p>Express a future plan about visiting a city</p> <p>Politely ask for a ticket to an attraction</p> <p>Recall, read &amp; write nouns for common objects &amp; use them in sentences</p> <p>Write how to ask for an item from a giftshop</p>	<p>Recall, read &amp; write the names of fruit &amp; vegetables</p> <p>Ask for fruit &amp; vegetables from a market stall</p> <p>Follow a story about fruit &amp; vegetables</p> <p>Read &amp; understand the instructions for a recipe &amp; write their own</p> <p>Describe what they ate for breakfast</p>	<p>Recall, read &amp; write different parts of the body</p> <p>Read &amp; write a descriptive sentence about a clown</p> <p>Read &amp; understand a story</p> <p>Name items of clothing</p> <p>Read &amp; write sentences describing what a person is wearing</p>	<p>Read &amp; understand the words used on a space travel ID card</p> <p>Ask &amp; answer questions about a person's identity</p> <p>Read &amp; understand information about planets</p> <p>Understand &amp; write a description of an imaginary planet</p>	<p>Read &amp; write sentences about the seaside</p> <p>Provide opinions about the seaside</p> <p>Persuade a person to visit the seaside</p> <p>Recall, read &amp; write items they might take to the beach</p> <p>Understand a seaside story</p>
<p><b>British Value:</b> A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b> <b>Article 29:</b> Education must develop every child's personality, talents &amp; abilities to the full</p>	<p><b>British Value:</b> Respect &amp; appreciation of the range of different cultures within school &amp; further afield</p> <p><b>UNCRC Article:</b> <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities</p>	<p><b>British Value:</b> A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b> <b>Article 29:</b> Education must develop every child's personality, talents &amp; abilities to the full.</p>	<p><b>British Value:</b> Respect &amp; appreciation of the range of different cultures within school &amp; further afield</p> <p><b>UNCRC Article:</b> <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities</p>	<p><b>British Value:</b> A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b> <b>Article 29:</b> Education must develop every child's personality, talents &amp; abilities to the full.</p>	<p><b>British Value:</b> Respect &amp; appreciation of the range of different cultures within school &amp; further afield</p> <p><b>UNCRC Article:</b> <b>Article 31:</b> Every child has the right to take part in a wide range of cultural activities</p>

## Year 5 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
A range of words to describe feelings The names of school subjects How to give an opinion on school subjects A range of buildings in a city How to ask for a ticket to an attraction A range of foods & drinks How to follow a simple recipe The names of a range of clothing items The names & simple information about the planets. A range of beach items & information about the seaside. How to apply an increasing range of phonics rules to improve spelling accuracy	Listen to & understand longer passages made up of mostly familiar words, identifying the main points & some details Engage in a simple conversation of 3-4 exchanges Adapt & substitute single words in spoken sentences Read & understand short stories & longer passages, noting the main points Start to use context to work out unfamiliar words. Use a bilingual dictionary to check & find unfamiliar words Use a range of simple conjunctions to extend sentences Write 2-3 sentences, adapting & substituting individual words & set phrases, using a writing frame if necessary

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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Everyday Life	Where I Live, Where you Live	Playing & Enjoying Sport	This is Me	Café Culture & Restaurants	Performance Time
Recall & read phrases to describe feelings	Name & understand the nouns for rooms in a house	Recall & understand the vocabulary used in dates (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> etc.)	Read & write a description of themselves	Order drinks, snacks & ice-creams	Recap & recall familiar conversational language
Recall words & phrases about school subjects & give opinions	Recall, read & write descriptions of rooms in a house	Recognise familiar & unfamiliar nouns used in sport	Listen to & describe favourite objects & activities	State quantities of food	Read & write farewell postcards
Recall, read & write numbers 1 - 69	Read & understand a story about a haunted house	Identify parts of a verb	Use language skills to identify familiar & unfamiliar nouns about funfairs	Read & write a café menu	Perform a magician's sketch
Recall, read, write & understand o'clock time phrases	Write a description of a house including colour & size	Discuss opinions about sport	Describe & write about a funfair ride	Role play being at a café	Perform a superstar sketch
Recall, read & write information about a daily routine		Understand & write how to play a sport		Learn some facts about French food	
Ask & answer questions about a daily routine				Follow & recall a story about going to a restaurant	
<b>British Value:</b> A sense of enjoyment & fascination in learning about themselves, others & the world around them	<b>British Value:</b> Respect & appreciation of the range of different cultures within school & further afield	<b>British Value:</b> A sense of enjoyment & fascination in learning about themselves, others & the world around them	<b>British Value:</b> Respect & appreciation of the range of different cultures within school & further afield	<b>British Value:</b> A sense of enjoyment & fascination in learning about themselves, others & the world around them	<b>British Value:</b> Respect & appreciation of the range of different cultures within school & further afield
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## Year 6 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
Numbers to 69 Time phrases (to quarter hour) How to talk about a daily routine The names of rooms in a house A range of phrases for sports & activities How to conjugate a verb How to talk about favourite things How to give instructions to play a sport A range of vocabulary about funfairs How to order food from a menu Facts about French food How to write a farewell postcard How to perform a short sketch An increased range of phonics rules	Listen to & identify detail in longer passages containing some unfamiliar words Engage in conversations of 3-4 exchanges, using questions & a range of conjunctions to extend. Use knowledge of grammar to adapt & substitute phrases in spoken work Independently read & understand the main points & some detail of short stories & longer passages containing unfamiliar words. Write short paragraphs on a familiar topic, with some content from memory Use knowledge of grammar to adapt & substitute individual words & set phrases in written work. Use a bilingual dictionary to independently incorporate new words into writing

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