



Children are taught French over a two year cycle in Lower Key Stage 2 and Upper Key Stage 2 due to mixed year group classes. Learning objectives (L.O.) have been taken from the iLanguages scheme of work and identified according to the year group to which they are associated. L stands for the lesson number where they are delivered in the cycle. The skills of speaking, listening, reading and writing have been identified alongside each lesson objective.

Modern Foreign Languages/French Progression							
Cycle A							
Basic Greetings							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour. (hello) <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry. (good morning) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola. (hello) <b>(Listening, speaking)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour and au revoir. (hello and goodbye) <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry and pa pa (good morning and bye) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola and adiós. (hello and goodbye) <b>(Speaking, listening)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour and au revoir (hello and goodbye), as well as salut (hi) and a bientôt (see you soon). <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry and pa pa (good morning and bye) as well as cześć (hi/bye informal) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola and adiós. (hello and goodbye), as well as Buenos días (good day), Buenas tardes (good afternoon) and Buenas noches (good evening/night) <b>(Speaking, listening)</b></p>	<p><b>L.O 1</b> To be able to say and respond to bonjour, salut and au revoir. <b>Yr 3 L1</b> <b>(Speaking, listening)</b></p> <p><b>L.O 2</b> To be able to take part in a basic conversation using bonjour, salut, au revoir, ça- va? Et toi? <b>Yr 3 L2</b> <b>(Speaking, listening)</b></p> <p><b>L.O 3</b> To be able to take part in a greetings song using accurate pronunciation. <b>Yr 3 L2</b> <b>(Listening, speaking)</b></p> <p><b>L.O 4</b> To be able to say and respond to some basic classroom instructions. <b>Yr 3 L3</b> <b>(Speaking, listening)</b></p>	<p><b>L.O 1</b> To be able to say and respond to bonjour, salut and au revoir. <b>Yr 3 L1</b> <b>(Speaking, listening)</b></p> <p><b>L.O 2</b> To be able to take part in a basic conversation using bonjour, salut, au revoir, ça- va? Et toi? <b>Yr 3 L2</b> <b>(Speaking, listening)</b></p> <p><b>L.O 3</b> To be able to take part in a greetings song using accurate pronunciation. <b>Yr 3 L2</b> <b>(Listening, speaking)</b></p> <p><b>L.O 4</b> To be able to say and respond to some basic classroom instructions. <b>Yr 3 L3</b> <b>(Speaking, listening)</b></p>			<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Transcribe words and short sentences they hear with increasing accuracy.</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p>



Song, Rhyme, Stories							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<b>French</b> (in-line with our MFL curriculum in KS2) To be able to sing Frère Jacques ( <b>Speaking</b> )	<b>French</b> (in-line with our MFL curriculum in KS2) To be able to sing Frère Jacques and have some understanding of the meaning of the rhyme. ( <b>Speaking, listening</b> ) <b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to join in with the singing of Happy Birthday in Polish. ( <b>Speaking, listening</b> )	<b>French, Polish and Spanish</b> - To sing a song linked to the time of year or a special day in that particular country and in that language, e.g. a Christmas carol/song sung in French such as Jingle Bells (vive le vent). ( <b>Speaking, listening</b> )	<b>L.O 10</b> To be able to read and interact with a traditional fairy-tale. Goldilocks <b>Yr 4 L12</b> ( <b>Speaking, listening, reading</b> )	<b>L.O 10</b> To be able to read and interact with a traditional fairy-tale. Goldilocks <b>Yr 4 L12</b> ( <b>Speaking listening reading</b> ) <b>L</b>	<b>Emperors New Clothes Story</b> <b>L.O. 1</b> To be able to say il a,(he has) elle a (she has)and nous avons (we have) and use it with the negative. <b>Yr5 L5</b>  ( <b>Listening, speaking, reading, writing grammar</b> )  <b>L.O. 2</b> To be able to revise the adjective rule and apply it in writing. <b>Yr5 L5</b>  ( <b>Listening, reading, writing</b> )	<b>Mimi and Bof Story</b> <b>L.O 1</b> To be able to come more confident when using the irregular verbs avoir and être. <b>Yr 6 L1</b> ( <b>Speaking, listening, grammar</b> )  <b>L.O 2</b> To be able to use avoir and être to answer a series of questions( <b>verbs to have and to be</b> ) <b>Yr6 L 2</b>  ( <b>Speaking, listening, writing, reading, grammar</b> )	Speak coherently and confidently, with increasingly accurate pronunciation and intonation.  Read literary texts in the language (such as stories and poems) to stimulate ideas, develop creative expression and understanding of the language and culture.
Number (including dates and weather)							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<b>(Speaking, listening)</b> <b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to five ( <b>Speaking, listening</b> )  <b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to five. ( <b>Speaking, listening</b> )  <b>Spanish</b> (popular holiday destination for many of our children To be able to say numbers one to five.	<b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to ten. ( <b>Listening speaking</b> )  <b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to ten. ( <b>Speaking, listening</b> )  <b>Spanish</b> (popular holiday destination for many of our children) To be able to say numbers one to ten. ( <b>Listening speaking</b> )	<b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to twenty. ( <b>Listening speaking</b> )  <b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to twenty. ( <b>Speaking</b> )  <b>Spanish</b> (popular holiday destination for many of our children) To be able to say numbers one to twenty. ( <b>Listening speaking</b> )	<b>L.O 9</b> To be able to revise numbers 1-31 and recite the months of the year <b>Yr 4 L14</b> ( <b>Listening, speaking</b> )  <b>L.O 10</b> To be able to say and write dates. <b>Yr 4 L16</b> ( <b>Writing, reading speaking</b> )  <b>L.O 11</b> To be able to describe the weather and give a simple weather forecast. <b>Yr5 L4</b>	<b>L.O 9</b> To be able to revise numbers 1-31 and recite the months of the year <b>Yr 4 L14</b> ( <b>Listening, speaking</b> )  <b>L.O 10</b> To be able to say and write dates. <b>Yr 4 L16</b> ( <b>Writing, reading speaking</b> )  <b>L.O 11</b> To be able to describe the weather and give a simple weather forecast. <b>Yr5 L4</b>	<b>L.O. 8</b> To be able to revise numbers to 31 say and recognise numbers 32 to 60. <b>Yr5 L14 and 15</b>  ( <b>Speaking, listening, reading writing</b> )	<b>L.O. 3</b> To be able to ask the time and tell the time to the hour, quarter past and half past. <b>Yr 6 L4 and 5</b> ( <b>Speaking, listening, reading</b> )  <b>L.O. 18</b> To be able to pronounce numbers 61-100 accurately. <b>Yr6 L 21</b> ( <b>Speaking</b> )	Speak coherently and confidently, with increasingly accurate pronunciation and intonation.



Hobbies and Opinions							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
			<p><b>L.O 12</b> To be able to give an opinion about days of the week <b>Yr 3 L27</b> (Speaking, listening, reading)</p> <p><b>L.O 13</b> To be able to express a simple opinion about a colour, and use 'le' with a colour, when giving an opinion. <b>Yr3 L14</b> (Speaking, listening)</p> <p><b>L.O 14</b> To be able to use two different colours and a connective to describe an animal, and to express an opinion about an animal. <b>Yr3 L16</b> (Speaking, listening, reading writing) <b>Yr3 L14</b> (Speaking, listening)</p> <p><b>L.O 15</b> To be able to give opinions with reason about food. <b>Yr 4 L11</b> (Speaking, reading writing)</p> <p><b>L.O 16</b> To be able to create a sentence using 'J'adore'/ Je déteste .. mais Je voudrais ... (Ilove /I hate, but I would like) <b>Yr 3 L 23</b> (Speaking, listening, writing)</p>	<p><b>L.O 12</b> To be able to give an opinion about days of the week <b>Yr 3 L27</b> (Speaking, listening, reading)</p> <p><b>L.O 13</b> To be able to express a simple opinion about a colour, and use 'le' with a colour, when giving an opinion. <b>Yr3 L14</b> (Speaking, listening)</p> <p><b>L.O 14</b> To be able to use two different colours and a connective to describe an animal, and to express an opinion about an animal. <b>Yr3 L16</b> (Speaking, listening, reading writing) <b>Yr3 L14</b> (Speaking, listening)</p> <p><b>L.O 15</b> To be able to give opinions with reason about food. <b>Yr 4 L11</b> (Speaking, reading writing)</p> <p><b>L.O 16</b> To be able to create a sentence using 'J'adore'/ Je déteste .. mais Je voudrais ... (Ilove /I hate, but I would like) <b>Yr 3 L 23</b> (Speaking, listening, writing)</p>	<p><b>L.O. 5</b> To be able to learn the words for hobbies and pronounce 'qu' accurately. <b>Yr5 L8</b> (Listening, speaking, reading)</p> <p><b>L.O 6</b> To be able to give opinions about different houses and make comparisons using adjectives.  <b>Yr 6 L9</b> (Speaking, listening, reading writing)</p>	<p><b>L.O. 5</b> To be able to learn the words for hobbies and pronounce 'qu' accurately. <b>Yr5 L8</b> (Listening, speaking, reading)</p> <p><b>L.O 6</b> To be able to give opinions about different houses and make comparisons using adjectives. <b>Yr6 L9</b> (Speaking, listening, reading writing)</p> <p><b>L.O. 21</b> To be able to recognise the formation of the perfect tense and differentiate between the present and perfect tenses. <b>Yr6 L24</b> (Speaking, listening, reading writing, grammar) <b>L.O. 22</b> To be able to form simple version of the perfect tense using er verbs. <b>Yr6 L25</b>  (Speaking, listening, reading writing, grammar)</p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Write prose with an increasingly wide range of grammar and vocabulary, write creatively to express ideas and opinions, and translate short text into the foreign language.</p> <p>Develop and use wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to justify opinions and take part in discussions about wider issues.</p>



Family/My Home (including describing people)							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
			<p><b>L.O 5</b> To be able to know the names for family members. <b>Yr 4 L21</b> (Speaking, reading, writing)</p> <p><b>L.O 6</b> To be able to ask the question 'Tu as des frères ou des soeurs?' (Have you any brothers and sisters?) <b>Y 4 L21</b> (Listening, speaking, writing)</p> <p><b>L.O 20</b> To be able to recognise and describe hair and eye colour. <b>Yr 4 L17</b> (Speaking, listening, reading writing)</p> <p><b>L.O 21</b> To be able to describe someone else using the third person and to understand how to describe size. <b>Yr 4 L18</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 7</b> To be able to say the words for 'my' in French. [possessive adjectives] and to pronounce the 'eu' phoneme accurately.. <b>Yr4 L 22</b> (Speaking, grammar)</p>	<p><b>L.O 5</b> To be able to know the names for family members. <b>Yr 4 L21</b> (Speaking, reading, writing)</p> <p><b>L.O 6</b> To be able to ask the question 'Tu as des frères ou des soeurs?' (Have you any brothers and sisters?) <b>Y 4 L21</b> (Listening, speaking, writing)</p> <p><b>L.O 20</b> To be able to recognise and describe hair and eye colour. <b>Yr 4 L17</b> (Speaking, listening, reading writing)</p> <p><b>L.O 21</b> To be able to describe someone else using the third person and to understand how to describe size. <b>Yr 4 L18</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 7</b> To be able to say the words for 'my' in French. [possessive adjectives] and to pronounce the 'eu' phoneme accurately.. <b>Yr4 L 22</b> (Speaking, grammar)</p>	<p><b>L.O 9</b> To be able to describe rooms in a house. <b>Yr6 L12</b> (Speaking)</p> <p><b>L.O 10</b> To be able to describe rooms in my own house. <b>Yr6 L12</b> (Listening, speaking, reading writing)</p> <p><b>L.O 11</b> To be able to use possessive adjectives to describe items in my bedroom. <b>Yr6 L14</b> (Listening, speaking, reading writing, grammar)</p> <p><b>Le meilleur endroit du monde Story</b>(The best place in the world to be: Home) <b>L.O 13</b> To describe rooms in my own house and to build phrases using 'Je peux' ( I can ) <b>Yr6 L13</b> (Speaking, listening, reading writing)</p>	<p><b>L.O 9</b> To be able to describe rooms in a house. <b>Yr6 L12</b> (Speaking)</p> <p><b>L.O 10</b> To be able to describe rooms in my own house. <b>Yr6 L12</b> (Listening, speaking, reading writing)</p> <p><b>L.O 11</b> To be able to use possessive adjectives to describe items in my bedroom. <b>Yr6 L14</b> (Listening, speaking, reading writing, grammar)</p> <p><b>Le meilleur endroit du monde Story</b>(The best place in the world to be: Home) <b>L.O 13</b> To describe rooms in my own house and to build phrases using 'Je peux' ( I can ) <b>Yr6 L13</b> (Speaking, listening, reading writing)</p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Write prose with an increasingly wide range of grammar and vocabulary, write creatively to express ideas and opinions, and translate short text into the foreign language</p>



Sentence Building (including verbs)/Dictionary Skills							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
			<p><b>L.O 22</b> To be able to say and respond to 'voici' and 'et' and form a simple sentence using these words. <b>Yr 3 L7</b> (Speaking, listening, reading writing)</p> <p><b>L.O 23</b> To be able to say and respond to 'Je suis' and form a sentence with the phrase. <b>Yr 3 L12</b> (Speaking, listening, reading writing)</p> <p><b>L.O 22</b> To be able to pronounce 'J'ai' and know the difference between 'J'ai' and 'Je suis' (I have and I am) <b>Yr 3 L 19</b> (Speaking, listening, reading writing)</p> <p><b>L.O. 25</b> To be able to understand the difference between 'le/la/les' and 'un/une' and know when to use each type of article. <b>Yr 3 L21</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 26</b> To be able to say the phrase 'Qu'est-ce que tu voudrais' (What would you like) and use 'Je voudrais' (I would like) in the appropriate context. <b>Yr3 L22</b> (Speaking, listening reading)</p> <p><b>L.O 17</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6</b> (Reading writing)</p> <p><b>L.O 19</b> To be able to use a dictionary to find meaning of different adjectives. <b>Yr4 L17</b> (Reading)</p>	<p><b>L.O 22</b> To be able to say and respond to 'voici' and 'et' and form a simple sentence using these words. <b>Yr 3 L7</b> (Speaking, listening, reading writing)</p> <p><b>L.O 23</b> To be able to say and respond to 'Je suis' and form a sentence with the phrase. <b>Yr 3 L12</b> (Speaking, listening, reading writing)</p> <p><b>L.O 22</b> To be able to pronounce 'J'ai' and know the difference between 'J'ai' and 'Je suis' (I have and I am) <b>Yr 3 L 19</b> (Speaking, listening, reading writing)</p> <p><b>L.O. 25</b> To be able to understand the difference between 'le/la/les' and 'un/une' and know when to use each type of article. <b>Yr 3 L21</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 26</b> To be able to say the phrase 'Qu'est-ce que tu voudrais' (What would you like) and use 'Je voudrais' (I would like) in the appropriate context. <b>Yr3 L22</b> (Speaking, listening reading)</p> <p><b>L.O 17</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6</b> (Reading writing)</p> <p><b>L.O 19</b> To be able to use a dictionary to find meaning of different adjectives. <b>Yr4 L17</b> (Reading)</p>	<p><b>L.O 17</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6</b> (Reading writing)</p> <p><b>L.O 19</b> To be able to use a dictionary to find meaning of different adjectives. <b>Yr4 L17</b> (Reading)</p> <p><b>L.O 18</b> To be able to develop dictionary skills when looking up verbs. <b>Yr 5 L 13</b></p> <p><b>L.O. 3</b> To be able to find the correct adjective endings for masculine and feminine forms in a dictionary. <b>Yr5 L6</b> (Reading, writing, grammar)</p> <p><b>L.O. 21</b> To be able to recognise the formation of the perfect tense and differentiate between the present and perfect tenses. <b>Yr6 L24</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O. 22</b> To be able to form simple version of the perfect tense using er verbs. <b>Yr6 L25</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 14/15</b> To be able to learn language relating to direction and give directions orally. <b>Yr 6 L 18</b> (listening speaking reading grammar)</p>	<p><b>L.O 17</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6</b> (Reading writing)</p> <p><b>L.O 19</b> To be able to use a dictionary to find meaning of different adjectives. <b>Yr4 L17</b> (Reading)</p> <p><b>L.O 18</b> To be able to develop dictionary skills when looking up verbs. <b>Yr 5 L 13</b></p> <p><b>L.O. 3</b> To be able to find the correct adjective endings for masculine and feminine forms in a dictionary. <b>Yr5 L6</b> (Reading, writing, grammar)</p> <p><b>L.O. 21</b> To be able to recognise the formation of the perfect tense and differentiate between the present and perfect tenses. <b>Yr6 L24</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O. 22</b> To be able to form simple version of the perfect tense using er verbs. <b>Yr6 L25</b> (Speaking, listening, reading writing, grammar)</p> <p><b>L.O 14/15</b> To be able to learn language relating to direction and give directions orally. <b>Yr 6 L 18</b> (listening speaking reading grammar)</p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Transcribe words and short sentences they hear with increasing accuracy.</p> <p>Develop and use wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to justify opinions and take part in discussions about wider issues.</p> <p>Identify and use tenses and structures which convey the present, past and future as appropriate to the language being studied.</p>



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French Progression							
Cycle B							
Basic Greetings							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour. (hello) <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry. (good morning) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola. (hello) <b>(Listening, speaking)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour and au revoir. (hello and goodbye) <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry and pa pa (good morning and bye) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola and adiós. (hello and goodbye) <b>(Speaking, listening)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say and respond to bonjour and au revoir (hello and goodbye), as well as salut (hi) and a bientot (see you soon). <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say and respond to dzień dobry and pa pa (good morning and bye) as well as czesc (hi/bye informal) <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say and respond to hola and adiós. (hello and goodbye), as well as Buenos dias (good day), Buenas tardes (good afternoon) and Buenas noches (good evening/night) <b>(Speaking, listening)</b></p>	<p><b>L.O 1</b> To be able to say and respond to bonjour,salut and au revoir. <b>Yr 3 L1</b> <b>(Speaking, listening)</b></p> <p><b>L.O 2</b> To be able to take part in a basic conversation using bonjour, salut, au revoir, ça- va? Et toi? <b>Yr 3 L2</b> <b>(Speaking, listening)</b></p> <p><b>L.O 3</b> To be able to take part in a greetings song using accurate pronunciation. <b>Yr 3 L2 (Listening, speaking)</b></p> <p><b>L.O 4</b> To be able to say and respond to some basic classroom instructions. <b>Yr 3 L3 (Speaking, listening)</b></p>	<p><b>L.O 1</b> To be able to say and respond to bonjour,salut and au revoir. <b>Yr 3 L1</b> <b>(Speaking, listening)</b></p> <p><b>L.O 2</b> To be able to take part in a basic conversation using bonjour, salut, au revoir, ça- va? Et toi? <b>Yr 3 L2</b> <b>(Speaking, listening)</b></p> <p><b>L.O 3</b> To be able to take part in a greetings song using accurate pronunciation. <b>Yr 3 L2 (Listening, speaking)</b></p> <p><b>L.O 4</b> To be able to say and respond to some basic classroom instructions. <b>Yr 3 L3 (Speaking, listening)</b></p>			<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Transcribe words and short sentences they hear with increasing accuracy.</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p>



Song, Rhyme, Stories							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to sing Frère Jacques (<b>Speaking</b>)</p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to sing Frère Jacques and have some understanding of the meaning of the rhyme. (<b>Speaking, listening</b>)</p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to join in with the singing of Happy Birthday in Polish. (<b>Speaking, listening</b>)</p>	<p><b>French, Polish and Spanish</b> - To sing a song linked to the time of year or a special day in that particular country and in that language, e.g. a Christmas carol/song sung in French such as Jingle Bells (vive le vent). (<b>Speaking, listening</b>)</p>	<p><b>L.O. 35</b> To be able to name some animals. <b>Year3 L 6</b> <b>(listening, speaking, reading, writing)</b></p> <p><b>L.O 36</b> To be able to say and respond to voici and et and form a simple sentence using these words. <b>Yr 3 L7</b> (<b>Speaking, listening, reading writing</b>)</p> <p><b>L.O. 37</b> To be able to listen to a story (<b>the Pet Shop</b>) and take part in simple role play. <b>Yr 3.L5</b> <b>(Speaking, listening, reading)</b></p> <p><b>L.O. 38</b> To be able to understand and describe what pets people have using avoir (to have). <b>Yr 5 L 10 and 11</b> (<b>Taken from UKS2</b>) (<b>Listening, speaking</b>)</p> <p><b>L.O.39</b> To be able to read and name parts of the body. <b>Yr 4 L 5</b> (<b>Reading, listening, speaking writing</b>)</p> <p><b>L.O. 40</b> To be able to say five words for facial features and use the words</p>	<p><b>L.O. 6</b> To be able to name some animals. <b>Year3 L 6</b> <b>(listening, speaking, reading, writing)</b></p> <p><b>L.O 36</b> To be able to say and respond to voici and et and form a simple sentence using these words. <b>Yr 3 L7</b> (<b>Speaking, listening, reading writing</b>)</p> <p><b>L.O. 37</b> To be able to listen to a story (<b>the Pet Shop</b>) and take part in simple role play. <b>Yr 3.L5</b> <b>(Speaking, listening, reading)</b></p> <p><b>L.O. 38</b> To be able to understand and describe what pets people have using avoir (to have). <b>Yr 5 L 10 and 11</b> (<b>Taken from UKS2</b>) (<b>Listening, speaking</b>)</p> <p><b>L.O.39</b> To be able to read and name parts of the body. <b>Yr 4 L 5</b> (<b>Reading, listening, speaking writing</b>)</p> <p><b>L.O. 40</b> To be able to say five words for facial features and use the</p>	<p>L.O. 12 To be able to use a dictionary to find out the meaning of some words for transport. <b>Yr 5 L 20 (Reading, writing)</b></p> <p>L.O. 13 To be able to say which form of transport you and others use. <b>Yr 5 L20 (Speaking, listening, reading writing)</b></p>	<p>L.O. 12 To be able to use a dictionary to find out the meaning of some words for transport. <b>Yr 5 L 20 (Reading, writing)</b></p> <p>L.O. 13 To be able to say which form of transport you and others use. <b>Yr 5 L20 (Speaking, listening, reading writing)</b></p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Read literary texts in the language (such as stories and poems) to stimulate ideas, develop creative expression and understanding of the language and culture.</p> <p>Write prose with an increasingly wide range of grammar and vocabulary, write creatively to express ideas and opinions, and translate short text into the foreign language.</p>



			<p>'grand and petit' to describe size. <b>Yr 4 L 7</b></p> <p>(Speaking, listening, reading writing) (Reading, listening, speaking writing)</p> <p><b>The Enormous Turnip)</b> L.O. 43 To be able to listen and respond to a simple story, using repetition and gestures. <b>Yr 3 L 17</b></p> <p><b>Red Riding Hood</b> <b>Yr4 L 20</b> (Reading, speaking, listening)</p>	<p>words 'grand and petit' to describe size. <b>Yr 4 L 7</b></p> <p>(Speaking, listening, reading writing)</p> <p><b>L.O. 41</b> To be able to recognise the adjective agreement rule.</p> <p><b>( Monster Story) Yr 4 L8</b> (Reading, writing)</p> <p><b>L.O 42</b> To be able to learn part of a story. (Hungary Monster Story) T4W Yr4 L10 (Reading, listening, speaking writing)</p> <p><b>The Enormous Turnip)</b> L.O. 43 To be able to listen and respond to a simple story, using repetition and gestures. <b>Yr 3 L 17</b> <b>Red Riding Hood</b> <b>Yr4 L 20</b> (Reading, speaking, listening)</p>			
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Number (including time)							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<p><b>(Speaking, listening)</b> <b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to five <b>(Speaking, listening)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to five. <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say numbers one to five.</p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to ten. <b>(Listening speaking)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to ten. <b>(Speaking, listening)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say numbers one to ten. <b>(Listening speaking)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To be able to say numbers one to twenty. <b>(Listening speaking)</b></p> <p><b>Polish</b> (a high percentage of our children are Polish – celebrating their culture) To be able to say numbers one to twenty. <b>(Speaking)</b></p> <p><b>Spanish</b> (popular holiday destination for many of our children) To be able to say numbers one to twenty. <b>(Listening speaking)</b></p>	<p><b>L.O. 21</b> To be able to say numbers zero to ten and add and subtract sums using these numbers. <b>Yr 3 L 18</b></p> <p><b>(Listening, speaking, reading, writing)</b></p> <p><b>L.O. 28</b> To be able to say and respond to numbers eleven to fifteen. <b>Yr 3 L26 (Speaking, listening)</b></p> <p><b>L.O. 23</b> To be able to ask someone how old they are and reply with a sentence stating their age. <b>Yr 3 L20</b></p> <p><b>L.O. 12</b> To be able to say and respond to numbers 16-31. <b>Yr 4 L 15</b></p> <p><b>(Speaking, listening, reading writing)</b></p> <p><b>L.O. 13</b> To be able to multiply and divide numbers in French. <b>Yr 4 L 15</b></p> <p><b>(Listening, speaking, reading writing)</b></p>	<p><b>L.O. 21</b> To be able to say numbers zero to ten and add and subtract sums using these numbers. <b>Yr 3 L 18</b></p> <p><b>(Listening, speaking, reading, writing)</b></p> <p><b>L.O. 28</b> To be able to say and respond to numbers eleven to fifteen. <b>Yr 3 L26 (Speaking, listening)</b></p> <p><b>L.O. 23</b> To be able to ask someone how old they are and reply with a sentence stating their age. <b>Yr 3 L20</b></p> <p><b>L.O. 12</b> To be able to say and respond to numbers 16-31. <b>Yr 4 L 15</b></p> <p><b>(Speaking, listening, reading writing)</b></p> <p><b>L.O. 13</b> To be able to multiply and divide numbers in French. <b>Yr 4 L 15</b></p> <p><b>(Listening, speaking, reading writing)</b></p>	<p><b>L.O. 28</b> To be able to revise numbers to 31 say and recognise numbers 32 to 60. <b>Yr5 L14 and 15</b></p> <p><b>(Speaking, listening, reading writing)</b></p> <p><b>L.O 30</b> To be able to pronounce numbers 61-100 accurately <b>Yr 6 L21</b> <b>Listening reading Speaking</b></p> <p><b>L.O 29</b> To ask the time and tell the time on the hour, quarter past and half past <b>Yr 6 L 4and 5</b></p>	<p><b>L.O. 28</b> To be able to revise numbers to 31 say and recognise numbers 32 to 60. <b>Yr5 L14 and 15</b></p> <p><b>(Speaking, listening, reading writing)</b></p> <p><b>L.O 30</b> To be able to pronounce numbers 61-100 accurately <b>Yr 6 L21</b> <b>Listening reading Speaking</b></p> <p><b>L.O 29</b> To ask the time and tell the time on the hour, quarter past and half past <b>Yr 6 L 4and 5</b></p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p>



Colours							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
			<b>Colours</b> <b>L.O 16</b> To be able to say and recognise eight colours. <b>Yr3 L 13</b> <b>( Listening, Speaking, Reading Writing)</b>  <b>L.O 18</b> To be able to write a sentence describing the colour of an animal, using the correct word order. <b>Yr 3 L 15</b>  <b>(Listening, speaking, reading writing)</b>	<b>Colours</b> <b>L.O 16</b> To be able to say and recognise eight colours. <b>Yr3 L 13</b> <b>( Listening, Speaking, Reading Writing)</b>  <b>L.O 18</b> To be able to write a sentence describing the colour of an animal, using the correct word order. <b>Yr 3 L 15</b> <b>L.O 29</b> To be able to recognise some cognates in French. <b>Yr3 L12</b> <b>(Listening, speaking, reading writing)</b>	<b>L.O. 41</b> To be able to recognise the adjective agreement rule.  <b>(Monster Story) Yr 4 L8</b> <b>(Reading, writing)</b>  <b>L.O 42</b> To be able to learn part of a story. <b>(Hungry Monster Story)T4W Yr4 L10</b> <b>(Reading, listening, speaking writing)</b>	<b>L.O. 2</b> To be able to revise the adjective rule and apply it in writing. <b>Yr5 L5</b>  <b>(Listening, reading, writing)</b>	Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
Daily Routine (including clothes)/School							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
			<b>L.O. 45</b> To be able to say words for clothing. <b>Yr 4 L 24</b>  <b>(Speaking, listening, reading writing)</b>  <b>L.O. 46</b> To be able to ask and answer the question 'Qu porte tu?'(What are you wearing?) <b>Yr4 L24</b>  <b>(Speaking, reading listening)</b>	<b>L.O. 45</b> To be able to say words for clothing. <b>Yr 4 L 24</b>  <b>(Speaking, listening, reading writing)</b>  <b>L.O. 46</b> To be able to ask and answer the question 'Qu porte tu?'(What are you wearing?) <b>Yr4 L24</b>  <b>(Speaking, reading listening)</b>	<b>L.O 18</b> To be able to say and recognise words for school subjects. <b>Yr5 L16</b> <b>(Listening, speaking, reading)</b>  <b>L.O 19</b> To be able to describe preferences of school subjects and reason why. <b>Yr 5 L17</b> <b>(Speaking, listening)</b>  <b>L.O 20</b> To be able to learn words for items in a classroom. <b>Yr5 L21</b> <b>Daily Routine</b>	<b>L.O 18</b> To be able to say and recognise words for school subjects. <b>Yr5 L16</b> <b>(Listening, speaking, reading)</b>  <b>L.O 19</b> To be able to describe preferences of school subjects and reason why. <b>Yr 5 L17</b> <b>(Speaking, listening)</b>  <b>L.O 20</b> To be able to learn words for items in a classroom. <b>Yr5 L21</b> <b>Daily Routine</b>	Speak coherently and confidently, with increasingly accurate pronunciation and intonation.  Transcribe words and short sentences they hear with increasing accuracy.  Write prose with an increasingly



			<p><b>L.O. 47</b> To be able to use colours to describe clothes using correct adjective agreement. <b>Yr4 L25</b></p> <p><b>(Speaking, listening, grammar)</b></p> <p><b>L.O. 48</b> To be able to write a short description of an outfit. <b>Yr 4 L25</b></p> <p><b>(speaking, reading writing)</b></p>	<p><b>L.O. 47</b> To be able to use colours to describe clothes using correct adjective agreement. <b>Yr4 L25</b></p> <p><b>(Speaking, listening, grammar)</b></p> <p><b>L.O. 48</b> To be able to write a short description of an outfit. <b>Yr 4 L25</b></p> <p><b>(speaking, reading writing)</b></p>	<p><b>L.O. 24</b> To be able to describe a daily routine. <b>Yr6 L 7 (Speaking, listening, writing)</b></p> <p><b>L.O. 25</b> To be able to understand children's daily routine in another culture. <b>Yr 6 L8 (Listening, reading)</b></p> <p><b>L.O 20</b> To be able to learn words for items in a classroom. <b>Yr5 L21 (Reading, speaking, writing)</b></p> <p><b>L.O 21</b> To be able to revise possessive adjectives and learn some new ones. <b>Yr 5 L22 (Reading, writing, speaking, listening, grammar)</b></p> <p><b>L.O 22</b> To be able to say words for prepositions to be able to say where something is located. <b>Yr5 L23 (Speaking, listening, reading, grammar)</b></p> <p><b>L.O 23</b> To be able to understand the liaison rule where letters are usually silent are pronounced before a vowel. <b>Yr 5 L 25 (Speaking, reading, writing)</b></p> <p><b>L.O. 24</b> To be able to use a dictionary to find out the meaning of some words for transport. <b>Yr 5 L 20 (Reading, writing)</b></p> <p><b>L.O. 25</b> To be able to say which form of transport you and others use. <b>Yr 5 L20 (Speaking, listening, reading writing)</b></p>	<p><b>L.O. 24</b> To be able to describe a daily routine. <b>Yr6 L 7 (Speaking, listening, writing)</b></p> <p><b>L.O. 25</b> To be able to understand children's daily routine in another culture. <b>Yr 6 L8 (Listening, reading)</b></p> <p><b>L.O 20</b> To be able to learn words for items in a classroom. <b>Yr5 L21 (Reading, speaking, writing)</b></p> <p><b>L.O 21</b> To be able to revise possessive adjectives and learn some new ones. <b>Yr 5 L22 (Reading, writing, speaking, listening, grammar)</b></p> <p><b>L.O 22</b> To be able to say words for prepositions to be able to say where something is located. <b>Yr5 L23 (Speaking, listening, reading, grammar)</b></p> <p><b>L.O 23</b> To be able to understand the liaison rule where letters are usually silent are pronounced before a vowel. <b>Yr 5 L 25 (Speaking, reading, writing)</b></p> <p><b>L.O. 24</b> To be able to use a dictionary to find out the meaning of some words for transport. <b>Yr 5 L 20 (Reading, writing)</b></p> <p><b>L.O. 25</b> To be able to say which form of transport you and others use. <b>Yr 5 L20 (Speaking, listening, reading writing)</b></p>	<p>wide range of grammar and vocabulary, write creatively to express ideas and opinions, and translate short text into the foreign language</p>
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French Towns/Café							
Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
<p><b>French</b> (in-line with our MFL curriculum in KS2) To visit a role-play French Café and taste traditional French cuisine. <b>(Speaking, listening)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To visit a role-play French Café and taste traditional French cuisine.</p> <p>To use 'euros' to pay for French food at a role-play French Café. <b>(Listening, speaking)</b></p>	<p><b>French</b> (in-line with our MFL curriculum in KS2) To visit a role-play French Café and taste traditional French cuisine.</p> <p>To use 'euros' to pay for French food at a role-play French Café.</p> <p>To be able to say please and thank you (sil vous plait and merci.)</p> <p>To be able to learn some vocabulary linked to items you might be able to buy in a French cafe, e.g. la glace (ice cream). <b>(Listening, speaking)</b></p>	<p><b>L.O 4</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6 (Reading writing)</b></p> <p><b>L.O 15</b> To be able to use a dictionary to find the meaning of different adjectives. <b>Yr4 L17 (Reading)</b></p>	<p><b>L.O 4</b> To be able to use a bilingual dictionary to find out plural and genders. <b>Yr 4 L6 (Reading writing)</b></p> <p><b>L.O 15</b> To be able to use a dictionary to find the meaning of different adjectives. <b>Yr4 L17 (Reading)</b></p>	<p><b>L.O31</b> To learn vocabulary for places in a town. <b>Yr 6 L17 (listening speaking reading writing grammar)</b></p> <p><b>L.O 32</b> To be able to research then present information about a French city. <b>Yr 6 L 17 (listening speaking reading writing grammar)</b></p> <p><b>L.O 33</b> To be able to learn the different parts of the verb 'aller' <b>Yr 5 L18 (L R)</b></p> <p><b>L.O 34</b> To be able to learn the different parts of the verb 'aller' relating to places in the town. <b>Yr 5 L18 (L S)</b></p> <p><b>L.O. 17</b> To be able to understand and practise the vocabulary for buying food in a shop. <b>Yr6 L20 (Speaking, listening, reading)</b></p> <p><b>L.O. 19</b> To be able to write and present a conversation about asking for food in a café.</p>	<p><b>L.O31</b> To learn vocabulary for places in a town. <b>Yr 6 L17 (listening speaking reading writing grammar)</b></p> <p><b>L.O 32</b> To be able to research then present information about a French city. <b>Yr 6 L 17 (listening speaking reading writing grammar)</b></p> <p><b>L.O 33</b> To be able to learn the different parts of the verb 'aller' <b>Yr 5 L18 (L R)</b></p> <p><b>L.O 34</b> To be able to learn the different parts of the verb 'aller' relating to places in the town. <b>Yr 5 L18 (L S)</b></p> <p><b>L.O. 17</b> To be able to understand and practise the vocabulary for buying food in a shop. <b>Yr6 L20 (Speaking, listening, reading)</b></p> <p><b>L.O. 19</b> To be able to write and present a conversation about asking for food in a café.</p>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>Transcribe words and short sentences they hear with increasing accuracy.</p>



					L.O. 20 To be able to design a French food menu. <b>Yr6 L22</b> <b>(Reading, writing)</b>	L.O. 20 To be able to design a French food menu. <b>Yr6 L22</b> <b>(Reading, writing)</b>	
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