



Sutton Bonington  
Primary School

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### Languages (French) Coverage



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#### Key Ideas taught through Languages

- Listening
- Speaking
- Reading
- Writing
- Grammar

#### Key Stage 2 – National Curriculum Languages - French

Pupils should be taught to:

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>I am learning French</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• pinpoint France and other French speaking countries on a map of the world.</li> <li>• ask and answer the question 'How are you?' in French.</li> <li>• say 'Hello' and 'Goodbye' in French.</li> <li>• ask and answer the question 'What is your name?' in French.</li> <li>• count to 10 in French.</li> <li>• say 10 colours in French.</li> </ul>	<p>Animals</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>• Understand that there are more determiners/ articles in French than in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<p>Instruments</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner.</li> <li>• Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.</li> <li>• Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.</li> </ul>	<p>I am able to...</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in French.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</li> </ul>	<p>Fruits</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns.</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul>	<p>Ice Creams</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 different flavours for ice creams.</li> <li>• Ask for an ice-cream in French using 'je voudrais'.</li> <li>• Say what flavour they would like.</li> <li>• Say whether they would like a cone or a small pot/tub of ice-cream.</li> </ul>

Y4	<p>Seasons</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the 4 seasons in French.</li> <li>• Recognise, recall and remember a short phrase for each season in French.</li> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<p>Vegetables</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 vegetables in French.</li> <li>• Attempt to spell some of these nouns (including the correct determiner/article)</li> <li>• Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>• Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<p>Presenting Myself</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	<p>My Family</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul>	<p>In the Classroom</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>	<p>At the Tea Room</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul>
Y5	<p>Presenting Myself - Revisited</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	<p>The Date</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<p>What is the Weather?</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in French.</li> <li>• Ask and say what the weather is like today.</li> <li>• Create a French weather map.</li> <li>• Describe the weather in different regions of France using a weather map with symbols</li> </ul>	<p>Do you have a pet?</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</li> </ul>	<p>My Home</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>• Tell somebody in French what rooms they have or do not have in their home.</li> <li>• Ask somebody else in French what rooms they have in their home.</li> <li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	<p>Habitats</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</li> </ul>
Y6	<p>At School</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in French.</li> <li>• Say what time they study certain subjects at school.</li> </ul>		<p>The Weekend</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>		<p>Vikings</p> <p>Pupils will know how to:</p> <ul style="list-style-type: none"> <li>• Name the key periods in Ancient Britain, chronologically in French.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>• Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>• Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>
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