

## Roxbourne French Curriculum



Year Group	Unit	HT1	HT2	HT3	HT4	HT5	HT6
Year 3	Unit	Phonics / I am Learning French	Animals	Intruments	Shapes	Fruits	I am able to...
	Objectives	<ol style="list-style-type: none"> <li>1. I can find France on a map of the world if an adult directs me to some of the surrounding countries.</li> <li>2. I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.</li> <li>3. I can recognise some numbers from 1-10 in French.</li> <li>4. I can recognise some of the key 10 colours in French.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings.</li> <li>2. I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.</li> <li>3. I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first.</li> <li>2. I am beginning to understand that the instruments do not all have the same definite article/determiner in French.</li> <li>3. I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat and recognise a few of the 10 shapes in French.</li> <li>2. I can attempt to possibly spell one of these words unaided from memory, possibly more if I have the support of a gap fill activity and/or word bank.</li> <li>3. I can give the correct article for the shape if I hear it first.</li> <li>4. I can count from 1-5 in French if somebody says these numbers to me first.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat and recognise a few of the 10 fruits in French with their correct article.</li> <li>2. I can attempt to possibly spell one of these words unaided from memory with relative accuracy.</li> <li>3. I can ask somebody in French if they like a particular fruit if I hear the question being asked first.</li> <li>4. I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings.</li> <li>2. I can match these verbs to their picture easily if I have a word and picture bank to help me.</li> <li>3. I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings.</li> </ol>
Year 4	Unit	Phonics / I am able to speak French	Fruits / Vegetables	Presenting Myself	My Family	Traditions and Celebrations	
	Objectives	<ol style="list-style-type: none"> <li>1. I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings.</li> <li>2. I can match these verbs to their picture easily if I have a word and picture bank to help me.</li> <li>3. I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat and recognise most of the 10 fruits in French with their correct article.</li> <li>2. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.</li> <li>3. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.</li> <li>4. I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand and use very simple set phrases to talk about myself in French with the help of pictures or written words.</li> <li>2. I may need to be prompted or supported by the teacher.</li> <li>3. I can, with help, understand and say numbers 1-10 and nearly to 20 in French, occasionally with help.</li> <li>4. I can repeat correctly how to say my nationality in French if given an accurate model to work from.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.</li> <li>2. I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.</li> <li>3. I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand some of the traditions and celebrations in French and recount all their titles with the help of the teacher but find it hard to remember the key vocabulary related to each tradition or celebration.</li> <li>2. I can match words to pictures, but I am unable to spell the words from memory.</li> <li>3. I can express my opinion if the teacher says the sentence structure first and helps me to repeat it back. I find using the correct adjectival agreement more of a challenge.</li> <li>4. I can attempt to improve my spoken and written French by using and responding to the question words if I hear an example first.</li> </ol>	
Year 5	Unit	Phonics / Seasons	Ice Creams	Presenting Myself	My Family	In the Classroom	At the Tea Room
	Objectives	<ol style="list-style-type: none"> <li>1. I can attempt to name/spell all 4 seasons in French with the correct article/determiner but will need to look at the vocabulary sheet first.</li> <li>2. I can say/write a short phrase on at least one season in French but may need to look at the vocabulary sheet first to support me with the spellings.</li> <li>3. I can say/write which is my favourite season in French. I may need to look at the vocabulary sheet first to support me with the spellings. I may also need to hear and see a model answer first.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit.</li> <li>2. I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model.</li> <li>3. I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first.</li> <li>4. I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand and use set phrases to talk about myself in French and ask others for simple information in return.</li> <li>2. I can understand numbers 1-20 in French, count and use them out of sequence.</li> <li>3. I can tell you my nationality in French and I am aware that the pronunciation and spelling of the adjective may change if I am a girl or boy.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.</li> <li>2. I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.</li> <li>3. I may need help with changing the verb from 'I am called' to 'he/she is called'. I will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me.</li> <li>2. I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.</li> <li>3. I will need a word bank with pictures to support me.</li> <li>4. I can recall in spoken and possibly written form what I have and do not have in my pencil case, if I can work with a word bank with pictures to support me.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me.</li> <li>2. I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.</li> <li>3. I can ask for one item I would like to eat and one I would like to drink in a salon de thé.</li> </ol>
Year 6	Unit	Phonics / Presenting Myself	My Family	The Date	World War 2	My Home	
	Objectives	<ol style="list-style-type: none"> <li>1. I can repeat all my personal details in French, and ask for the same information back, without help at all.</li> <li>2. I can say numbers 1-20 clearly in French and I can now spell some of these numbers.</li> <li>3. I can tell you my nationality and explain how the pronunciation and spelling of the adjective can change if I am a girl or boy.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can remember all the language covered in the 'Presenting Myself' unit, without help.</li> <li>2. I can talk about either my own or a fictional family in French clearly.</li> <li>3. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.</li> <li>4. I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.</li> <li>5. I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can repeat, remember, and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in French, but I will need a Word Bank with pictures to help me.</li> <li>2. I can attempt to say the date in French when I am shown a few examples first and reminded what the options are. I will need a scaffold with pictures to help me each time.</li> <li>3. I can attempt to say the date of my birthday in French when I am shown a few examples first and reminded what the options are. I will need a scaffold with pictures to help me each time.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can now order a few unknown words and decode most of the meaning in French if I have a word bank and headings.</li> <li>2. I have learnt to use cognates as a strategy to improve my reading and listening skills in French.</li> <li>3. I can name a couple of the countries and languages involved in WW2 and read a map labelled in French with the help of a word bank.</li> <li>4. I can give you a few adjectives to describe city life as compared to country life during the war.</li> <li>5. I can write a few lines in French using the knowledge I have learnt in this unit, with the help of a word bank.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can say whether I live in a house or an apartment but find it hard to remember this at times. I may need to hear the model answer first.</li> <li>2. I can say and write where my house or apartment is if I can hear the examples first and work from a model.</li> <li>3. I can repeat and recognise all ten rooms of the house with their correct gender in French. I can possibly even spell these words, but I will need to work with a word and/or picture bank in front of me.</li> <li>4. I can ask somebody what rooms they have or do not have in their house and also answer this question back if I hear an example first. I find formulating the negative option more challenging.</li> <li>5. I can attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details, but I will find this more of a challenge. I will need assistance and a model answer first.</li> </ol>	