



CHJS French Progression of Knowledge & Skills



Knowledge	Year 3	Year 4	Year 5	Year 6
Knowledge of vocabulary	<p><u>Term 1</u> Greetings and saying goodbye Asking how someone is and responding Saying your name and asking other theirs Count to 12 <u>Core Vocabulary</u> Bonjour Salut Au revoir Ca va Ca va bien/mal Comme ci comme ca Comment t'appelle tu? Je m'appelle Numbers 1 - 12</p>	<p><u>Term 1</u> Revision of greetings and asking name. Numbers to revision of count to 21 <u>Core Vocabulary</u> See Term 1 Y3 Numbers to 21 Bonne fete Joyeux noel Bonne annee La fete des rois</p> <p>Other Christmas vocab</p>	<p><u>Term 1</u> Clothes Revision of colours linked to clothes Names of countries Revision of asking where you live linked to countries <u>Core Vocabulary</u> Un T-shirt Une chemise Un pantalon Une jupe Un chapeau Un pull Un jean Des chaussettes Des chaussures</p> <p>Colours</p> <p>L'Angleterre Le Pays de Galles L'Ecosse La France La Belgique L'Espagne A'Allemagne</p> <p>Ou habites-tu? J'habites ____</p>	<p><u>Term 1</u> Days of the week, Months of the year written each day in English books <u>Core Vocabulary</u> Days and months</p>

	<p><u>Term 2</u> Asking age Asking where you live Count to 21 Days of the week <u>Core Vocabulary</u> Quelle age as tu? J'ai ___ ans Ou habites tu? J'habite ___ Days of week Lundi Mardi Mecredi Jeudi Vendredi Samedi Dimanche</p> <p>Numbers to 21</p>	<p><u>Term 2</u> Asking and telling the time Numbers 21 - 31 Days of the week Months and seasons <u>Core Vocabulary</u> Quelle heure est-il? Il est __ heure(s) Numbers to 31 Days of the week Months of the year Le printemps L'ete L'automne L'hiver</p>	<p><u>Term 2</u> Asking for food and drinks Paying for food/drink Numbers up to 41 <u>Core Vocabulary</u> Qu'est-ce que tu veux? Je voudrais _____ S'il vous/tu plait Merci Un jus d'orange Un coca Une limonade Un the Un café Un paquet de chips Un sandwich au fromage Un sandwich au jambon Une glace C'est combine?</p> <p>Numbers to 41</p> <p>Mardi Gras Joyeuses Paques Les Oeuf</p>	<p><u>Term 2</u> Telling the time School subjects linked to time of day Visual timetable in French Numbers up to 60 <u>Core Vocabulary</u> Numbers up to 60 Quelle heure est-il? Il est __ heure(s) Et quart Et demi Moins le quart</p> <p>L'angalis Le francais Les maths La musique Les sciences Le sport</p> <p>Aujourd'hui Tous les jours Tous les lundis/mardis/ mecredis etc.</p>
	<p><u>Term 3</u> Family members Colours weather Naming classroom objects <u>Core Vocabulary</u> Mon pere Ma mere</p>	<p><u>Term 3</u> Places in a town Je vais a (I go to) Animals/pets <u>Core Vocabulary</u> La piscine La gare L'ecole</p>	<p><u>Term 3</u> Parts of the body Naming sports Asking questions about sport <u>Core Vocabulary</u> La tete Les epaules</p>	<p><u>Term 3</u> Revision of where you live – town and country Places in a town Giving directions <u>Core Vocabulary</u> La piscine La gare</p>

	<p>Mon frere Ma soeur Mon grandpere Ma grandmere</p> <p>Colours</p> <p>Il fait beau Il fait mauvais Il fait chaud/froid</p> <p>Une table Une chaise Un livre Un sac Un crayon Un style Une gomme</p>	<p>Le café L'église La poste La banque La bibliotheque</p> <p>Je vais a _____</p> <p>As tu un animal? Oui, j'ai _____ Un chat un chien un oiseau un hamster une souris un lapin un cochon d'inde</p>	<p>Les genoux Les pieds Les bras La main Les yeux Le nez La bouche Les oreilles</p> <p>Different sports</p> <p>Quelle est ton sport prefers?</p> <p>J'aime _____ Je n'aime pas C'est facile C'est difficile</p>	<p>L'école Le café L'église La poste La banque La bibliotheque</p> <p>Je vais a la _____.</p> <p>Ou habites-tu? J'habites _____</p> <p>Ou est _____? A droite A gauche Allez tout droit</p>
Cultural Knowledge	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art, famous French personalities.</p>	<p>Learning about festivals (Christmas) Comparison with English festivals</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art, famous French personalities.</p>	<p>Learning about festivals (Shrove Tuesday and Easter) Comparison with English festivals</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, ort/leisure, art, famous French personalities.</p>	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>Spring Term to include our French Day to develop an understanding of French culture: food, music, sport/leisure, art, famous French personalities.</p>

Grammatical knowledge	Asking short questions and responding Nouns – masculine and feminine determiners Beginning to use sentences Basic verbs within sentences.	Asking short questions and responding. Using sentences. Nouns – masculine and feminine determiners Basic verbs within sentences.	Placement of adjectives within a sentence. Un jupe rouge Asking questions and responding in longer sentences using basic verbs, Nouns – masculine, feminine and plural determiners Formal and informal language (tu/vous)	Asking questions and responding in longer sentences. Nouns – masculine, feminine and plural determiners Introduction to adverbs and prepositions. Basic verbs within sentences.
Skills	Year 3	Year 4	Year 5	Year 6
Phonological skills	<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Speaking	<ul style="list-style-type: none"> ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. ▪ Describe people, places, things and actions orally. 	<ul style="list-style-type: none"> ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Describe people, places, things and actions orally. 	<ul style="list-style-type: none"> ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Describe people, places, things and actions orally. 	<ul style="list-style-type: none"> ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures. ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Describe people, places, things and actions orally.
Listening	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding. 	<ul style="list-style-type: none"> ▪ Listen attentively to spoken language and show understanding by joining in and responding.
Reading	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words and phrases. <p>Use a French/English Dictionary</p>	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words and phrases. <p>Use a French/English Dictionary</p>	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. <p>Use a French/English Dictionary</p>	<ul style="list-style-type: none"> ▪ Read carefully and show understanding of words, phrases and simple writing. <p>Use a French/English Dictionary</p>

Writing	<ul style="list-style-type: none"> ▪ Write phrases from memory. ▪ Describe people, places, things and actions in writing. 	<ul style="list-style-type: none"> ▪ Write phrases from memory. ▪ Describe people, places, things and actions in writing. 	<ul style="list-style-type: none"> ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ▪ Describe people, places, things and actions in writing. 	<ul style="list-style-type: none"> ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. ▪ Describe people, places, things and actions in writing.
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