



LKS2 French Unit Overviews

'Working together to achieve success'



	National Curriculum	Unit Outcomes				Incidental Language	
Y3 Unit 1 – Getting to know you	<p>To engage in conversations, ask and answer questions.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Speaking</p> <p>I can greet people in different way.</p> <p>I can exchange names in French.</p> <p>I can discuss how I am feeling.</p> <p>I can choose appropriate phrases for the situation.</p> <p>I can recognise and repeat sounds and words accurately.</p> <p>I can apply my knowledge to make sentences.</p> <p>I can listen and respond to someone's question.</p> <p>I can use songs to support my learning.</p> <p>I can apply my knowledge to make sentences.</p>	<p>Listening</p> <p>I can recognise and repeat sounds and words accurately.</p> <p>I can listen and respond to someone's question.</p> <p>I can use songs to support my learning.</p>	<p>Reading</p> <p>-</p>	<p>Writing</p> <p>I can apply my knowledge to make phrases using a model.</p>	<p>Grammar</p> <p>-</p>	<ul style="list-style-type: none"> • Use French greetings during registration. • Discuss how you are feeling as part of the register. • Use French greetings at the end of the day. • Use French numbers 0 – 10.
Y3 Unit 2 – All about me	<p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Understand basic grammar of feminine and masculine noun.</p>	<p>Speaking</p> <p>I can listen to and copy pronunciation of colour words accurately.</p> <p>I can ask and answer what is 'there'.</p> <p>I can have a simple conversation about clothes.</p>	<p>Listening</p> <p>I can listen and respond to instructions.</p> <p>I can read, listen and respond to vocabulary.</p> <p>I can demonstrate my understanding with actions.</p> <p>I can understand and respond to action words.</p> <p>I can listen to and copy pronunciation of colour words accurately.</p> <p>I can ask and answer what is 'there'.</p>	<p>Reading</p> <p>I can read, listen and respond to vocabulary.</p>	<p>Writing</p> <p>-</p>	<p>Grammar</p> <p>I can recognise masculine and feminine clothing nouns.</p> <p>I can use simple conjunctions to link vocabulary for clothes and accessories.</p>	<ul style="list-style-type: none"> • Use classroom instructions across the school day. • Use body parts during PE warm ups. • Use colours when making lunchtime choices. • Use colours when asking for pencil crayons. • Use clothing words during PE warm ups.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Y3 Unit 3 – Food glorious food</p>	<p>To appreciate stories, songs, poems and rhymes in the language.</p> <p>To understand key features and patterns of basic grammar.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Speaking</p> <p>I can give a preference for or against things.</p> <p>I can describe the colour(s) of an object by modifying adjectives.</p>	<p>Listening</p> <p>I can follow a familiar story in French</p>	<p>Reading</p> <p>I can follow a familiar story in French</p>	<p>Writing</p> <p>I can give a preference for or against things.</p> <p>I can describe the colour(s) of an object by modifying adjectives.</p>	<p>Grammar</p> <p>I can use determiners for identifying quantities in making polite requests.</p> <p>I can use the definite article when generalising.</p> <p>I can describe the colour(s) of an object by modifying adjectives.</p> <p>I can begin to place adjectives appropriately before or after the noun they modify.</p> <p>I can begin to understand that adjective spelling depends on number and gender.</p> <p>I can use a range of grammar structures to practise a set of vocabulary groups.</p>	<ul style="list-style-type: none"> • Use words and phrases about food when making lunch request.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Y4 Unit 1 – Time</p>	<p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Speaking</p> <p>I can recognise and repeat sounds and words with increasing accuracy.</p> <p>I can speak in sentences using known vocabulary and grammar.</p> <p>I can recognise, say and respond to a set of vocabulary</p> <p>I can listen, read and respond to a set of vocabulary.</p>	<p>Listening</p> <p>I can recognise and repeat sounds and words with increasing accuracy.</p> <p>I can make links between known and new vocabulary using sound and spelling.</p> <p>I can recognise, say and respond to a set of vocabulary</p> <p>I can listen, read and respond to a set of vocabulary.</p>	<p>Reading</p> <p>I can make links between known and new vocabulary using sound and spelling.</p> <p>I can recognise, say and respond to a set of vocabulary</p> <p>I can listen, read and respond to a set of vocabulary.</p>	<p>Writing</p> <p>I can listen, read and respond to a set of vocabulary.</p> <p>I can use known language to present information about French festival dates.</p>	<p>Grammar</p> <p>I can begin to conjugate the verb 'to be' for past and future tense.</p>	<ul style="list-style-type: none"> • Use months of the year. • Use the days of the week. • Numbers 11-31.

<p>Y4 Unit 2 – All around town</p>	<p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. I can listen carefully and pronounce unfamiliar words with increasing accuracy.</p>	<p>Speaking</p> <p>I can listen carefully, repeating and responding to key words and phrases.</p> <p>I can apply my knowledge to help me predict, say and spell new language.</p> <p>I can select and present information to other people.</p>	<p>Listening</p> <p>I can listen carefully, repeating and responding to key words and phrases.</p> <p>I can use familiar sounds and spellings to help me recognise and learn new language.</p>	<p>Reading</p> <p>I can use familiar sounds and spellings to help me recognise and learn new language.</p> <p>I can use a bilingual dictionary to develop my vocabulary around a given topic.</p>	<p>Writing</p> <p>I can apply my knowledge to help me predict, say and spell new language.</p> <p>I can select and present information to other people.</p>	<p>Grammar</p> <p>-</p>	<ul style="list-style-type: none"> Numbers to 100.
<p>Y4 Unit 3 – On the move</p>	<p>To present ideas and information orally to a range of audiences.</p> <p>To understand basic grammar appropriate to the language (conjugation of high-frequency verbs).</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To describe people, places, things and actions orally and in writing.</p>	<p>Speaking</p> <p>I can engage in conversations; ask and answer questions.</p> <p>I can tell other people about types of transport.</p> <p>I can recognise and pronounce a familiar spelling pattern in different words.</p> <p>I can use my knowledge of actions and directions to give instructions.</p> <p>I can combine familiar language to create a new set of sentences.</p>	<p>Listening</p> <p>I can engage in conversations; ask and answer questions.</p>	<p>Reading</p> <p>I can recognise and pronounce a familiar spelling pattern in different words.</p>	<p>Writing</p> <p>I can tell other people about types of transport.</p> <p>I can combine familiar language to create a new set of sentences.</p>	<p>Grammar</p> <p>I can use the verb 'to go' in a simple sentence.</p> <p>I can give a sentence subject-verb agreement.</p>	<ul style="list-style-type: none"> Directions around the classroom. Use of directions in PE warm ups. Transport names for PE warm ups.



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Y5 Unit 1 – Going shopping	<p>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>To write phrases from memory and adapt these to create new sentences, or express ideas clearly.</p> <p>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others.</p>	<p>Speaking</p> <p>I can express an opinion in French.</p> <p>I can change the French word for 'the' to the French word for 'some'.</p> <p>I can use adjectives to describe nouns.</p> <p>I can answer questions in a complete sentence.</p> <p>I can ask and answer a question in French.</p>	<p>Listening</p> <p>I can answer questions in a complete sentence.</p> <p>I can ask and answer a question in French.</p>	<p>Reading</p> <p>I can answer questions in a complete sentence.</p> <p>I can ask and answer a question in French.</p>	<p>Writing</p> <p>I can write sentence answers to a question, using quantifiers.</p> <p>I can change the French word for 'the' to the French word for 'some'.</p> <p>I can use adjectives to describe nouns.</p> <p>I can answer questions in a complete sentence.</p> <p>I can ask and answer a question in French.</p>	<p>Grammar</p> <p>I can write sentence answers to a question, using quantifiers.</p> <p>I can change the French word for 'the' to the French word for 'some'.</p> <p>I can use adjectives to describe nouns.</p>	<ul style="list-style-type: none"> Food names/ phrases when making a lunch choice.
Y5 Unit 2 – What's the time	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To engage in conversations; ask and answer questions.</p> <p>To read carefully and show understanding of words, phrases and simple writing</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Speaking</p> <p>I can say and write a sentence to tell the time.</p> <p>I can say and write at what time I do things.</p> <p>I can answer and ask a question about a TV schedule.</p> <p>I can say and write a sentence to tell the time.</p>	<p>Listening</p> <p>I can answer and ask a question about a TV schedule.</p>	<p>Reading</p> <p>-</p>	<p>Writing</p> <p>I can say and write a sentence to tell the time.</p> <p>I can say and write at what time I do things.</p> <p>I can say and write a sentence to tell the time.</p>	<p>Grammar</p> <p>-</p>	<ul style="list-style-type: none"> Say the time in French. Use French time when talking through the day's timetable.

<p>Y5 Unit 3 – All about ourselves</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding, in the context of parts of the body.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>To understand key features and patterns of French.</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>To appreciate stories, songs, poems and rhymes in the language.</p>	<p>Speaking</p> <p>I can apply my sentence structure knowledge and vocabulary to hold short conversations.</p> <p>I can pronounce the difference between two versions of the same adjective.</p>	<p>Listening</p> <p>I can demonstrate my listening skills by showing I have understood spoken language.</p> <p>I can follow a simple story, using known language to help me understand unfamiliar parts.</p>	<p>Reading</p> <p>I can follow a simple story, using known language to help me understand unfamiliar parts.</p>	<p>Writing</p> <p>-</p>	<p>Grammar</p> <p>I can adapt my words according to grammar rules.</p> <p>I can apply my sentence structure knowledge and vocabulary to hold short conversations.</p> <p>I can alter an adjective to match gender.</p> <p>I can pronounce the difference between two versions of the same adjective.</p>	<ul style="list-style-type: none"> • Use feelings words and phrases. • Classroom instructions. • School equipment.
<p>Y6 Unit 1 – That's tasty</p>	<p>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>To engage in conversations; ask and answer questions.</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Speaking</p> <p>I can ask and answer questions about drink choices.</p>	<p>Listening</p> <p>I can ask and answer questions about drink choices.</p>	<p>Reading</p> <p>I can ask and answer questions about drink choices.</p> <p>I can interpret a chart written in French.</p>	<p>Writing</p> <p>I can ask and answer questions about drink choices.</p> <p>I can write a sentence to express my choices.</p>	<p>Grammar</p> <p>I can use adjectives to describe nouns.</p> <p>I can use the correct French form of 'some'.</p>	<ul style="list-style-type: none"> • Sandwich choices. • Drink choices.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Y6 Unit 2 – Family and friends</p>	<p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To understand basic grammar appropriate to the language.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language.</p> <p>To present ideas and information orally to a range of audiences.</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>To describe people, places, things and actions orally* and in writing.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification.</p>	<p style="text-align: center;">Speaking</p> <p>I can recognise and repeat rhyming words in a song.</p> <p>I can vary my sentences by changing the vocabulary.</p> <p>I can join in a French version of a familiar song.</p> <p>I can add detail to a sentence with an adjective.</p> <p>I can select suitable adjectives to describe a subject.</p> <p>I can use a description to support my opinion.</p>	<p style="text-align: center;">Listening</p> <p>I can recognise and repeat rhyming words in a song.</p>	<p style="text-align: center;">Reading</p> <p>I can use a bilingual dictionary to translate unknown words.</p>	<p style="text-align: center;">Writing</p> <p>I can make sentences about belonging.</p> <p>I can vary my sentences by changing the vocabulary.</p> <p>I can add detail to a sentence with an adjective.</p> <p>I can select suitable adjectives to describe a subject.</p> <p>I can use a description to support my opinion.</p>	<p style="text-align: center;">Grammar</p> <p>I can add detail to a sentence with an adjective.</p> <p>I can select suitable adjectives to describe a subject.</p>	<ul style="list-style-type: none"> • Use family member names when talking about what they have done out of schools.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Y6 Unit 3 – School life</p>	<p>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences.</p> <p>To read carefully and show understanding of words, phrases and simple.</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>To engage in conversations; ask and answer questions.</p> <p>To present ideas and information orally to a range of audiences.</p>	<p style="text-align: center;">Speaking</p> <p>I can ask and answer questions in French.</p> <p>I can ask and answer questions in French about what I can do in school.</p> <p>I can take part in a conversation with a partner and show it to my class.</p>	<p style="text-align: center;">Listening</p> <p>I can show that I understand the meaning of a sentence by saying whether it is true or false.</p> <p>I can ask and answer questions in French.</p> <p>I can ask and answer questions in French about what I can do in school.</p> <p>I can take part in a conversation with a partner and show it to my class.</p>	<p style="text-align: center;">Reading</p> <p>I can show that I understand the meaning of a sentence by saying whether it is true or false.</p> <p>I can ask and answer questions in French about what I can do in school.</p>	<p style="text-align: center;">Writing</p> <p>I can use the pronouns il and elle.</p> <p>I can use comparative adverbs.</p> <p>I can ask and answer questions in French about what I can do in school.</p>	<p style="text-align: center;">Grammar</p> <p>I can use the pronouns il and elle.</p> <p>I can use comparative adverbs.</p>	<ul style="list-style-type: none"> • Use equipment names when asking for equipment/ saying where it is. • Using subject names when talking about the school day.