Accrington Benjamin Hargreaves Church of England Primary School



Our vision is the centre of everything we do. It underpins our teaching and learning, interactions, and environment.

Document Title

French Curriculum Progression

2026-2027

Vertical Strands

1) Listening

2) Speaking

3) Reading

4) Writing

	Unit Title	I am Learning French	Animals	I am able	Ice creams
Cl.3	**Substantive Knowledge**	• To know how to find France on a map and be able to recall at least 1 Francophone country. • To know how to use key greetings. • To know how to ask and answer the question 'How are you?' in French. • To know how to ask and answer the question 'What is your name?' in French. • To know how to count to 10 in French. • To know how to read, write, say and recognise 10 colours in French.	• To know the names and recognise up to 10 animals in French. • To know how to spell some of these nouns with their correct indefinite article. • To know how to pretend that we are a particular animals using the 1st person singular of the verb etre (je suis = I am)	• To know, remember and spell 10 action verbs in French. • To know how to 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). • To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).	• To know, recall and spell up to 10 ice-cream flavours in French. • To know how to use the structure 'je voudrais' to order an ice-cream in French. • To know how to say whether we would like a cone or a cup with the number of scoops in French. • To know how to use all the language from the unit to perform a short role-play with key transactional language in French.
	Procedural Knowledge	Skills we will develop • Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. • Learning to look for cognates first (such as 'bleu' for 'blue') and	Skills we will develop • We will work on improving our memory skills so that we remember the animals in French after the lesson. • Remembering to always look out for cognates (such as lion) and using pictures to help.	Skills we will develop • We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking	Skills we will develop • Working on improving memory, recall and retention skills using images to help. • Learning to always look for cognates first (such as 'chocolat' for 'chocolate', 'banane' for 'banana', and

		associating words and phrases to images. Activities we will complete • A number of different activities to improve cultural awareness of France and Francophone countries. • Pupils will be expected to locate France on a map, as well as familiarise themselves with Francophone countries on a world map too. • There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3. Phonics and pronunciation we will see • oi sound in trois' and 'noir' • on sound in 'marron • ou sound in 'rouge' • Silent letters. The 's' in 'Paris', 'gris' and 'trois' or the 't' in 'violet' and 'vert'. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front. • Elision. As seen in 'Comment t'appelles-tu ?'	• Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal). Activities we will complete • There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. • Building up to a final task of producing a short simple phrase with je suis…' plus an animal from memory. Phonics & pronunciation we will see • CH OU ON OI • CH sound in cheval • OU sound in souris & mouton ON sound in cochon & mouton OI sound in oiseau • Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is	up other similar action verbs not covered in the lesson using the English to French section of a dictionary. • Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. • Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French. Activities we will complete • Simple reading, listening and written tasks to help learn and remember the new vocabulary. • There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. • The final task will be to say/write what activities we are able, and not able to do, with conjunctions for more able pupils. Vocabulary we will learn & revisit • Ten different high frequency action verbs linked to common activities. • First person conjugation of the modal verb pouvoir (to	'caramel' for 'caramel') and associating word and phrases to images to help. • Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like,' 'please' and 'thank you.' Activities we will complete • There will be a wide variety of speaking and listening tasks associated with the 10 ice-cream flavours working towards ordering an ice-cream by the end of the unit. • Opportunity to improve written skills with an ample choice of desk-based activities in each lesson. Phonics & pronunciation we will see • Recommended phonics focus: CH OU ON OI • ONsound in citron • CHsound in pistache • Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in 'fraise' and 'citron'. Made from the back of the mouth, not the front. Vocabulary we will learn & revisit

		and 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. Vocabulary we will learn & revisit • Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' • Numbers 1-10 • 10 key colours in French. • All listed on the Pupil Unit Glossary.	pronounced almost like a 'z'. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! • Words like cochon, singe and mouton. Vocabulary we will learn & revisit • 10 common animals. • The animals plus their appropriate indefinite article. First person conjugation of the verb être (je suis = I am). • All listed on Vocabulary Sheet. Grammar we will learn & revisit • Nouns, gender, articles/determiners and verbs. • To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). • Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.	be able), in the positive and negative plus ten common infinitive verbs. • All listed on the Vocabulary Sheet. Phonics and pronunciation we will see • CH sound in chanter. • OU sound in jouer d'un instrument. • Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser and chanter Grammar we will learn & revisit • Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. • The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.	• 10 different flavours of ice-creams and a range of key transactional language and phrases associated to ordering an ice-cream. Grammar we will learn & revisit: • Nouns, gender & a high frequency verb. • Starting to understand better that nouns in French are either masculine or feminine ('une glace', 'un cornet', 'un petit pot') and that there are different words for 'a' or 'an' in French depending on the gender of the noun. • Becoming more familiar with the high frequency verb conjugation 'Je voudrais' which is the verb conjugation for 'I would like/want', deriving from the verb 'vouloir' meaning 'to want'.

	LOs	• To find France on a map and recall at least 1 Francophone country. • To know how to use key greetings in French. ask and answer the question 'How are you?' in French. • To know how to ask and answer the question 'What is your name?' in French. • To know how to count to 10 in French. • To recognise and recall 10 colours in French.	• To learn how to recognise, recall and spell 5 different animals with their indefinite article/determiner in French. • To learn how to recognise, recall and spell a further 5 different animals with their indefinite article/determiner in French. • To consolidate the pronunciation and spelling of all ten animals in French. • To further consolidate all ten animals in French with a particular focus on the indefinite article/determiner • To learn the high-frequency irregular verb 'to be' in the first person singular and form short sentences. • To revise and consolidate all language covered in the unit.	• To recognise and recall 5 verbs in French. • To recognise and recall 5 more verbs in French. • To use the structure 'je peux' (I am able) with the infinitive verbs in French. • To use the negative structure 'je ne peux pas' (I am not able) followed by infinitive verbs in French. • To use the conjunctions 'et' (and) & 'mais' (but) in French to extend my sentences.	• To recognise, recall and remember 5 different ice-cream flavours in French. • To recognise, recall and remember a further 5 different ice cream flavours in French. • To apply knowledge of the 10 different ice-cream flavours in French to the structure 'I would' • To learn how to specify whether they would like their ice-cream in a cone or a cup in French. • To learn how to specify how many scoops of ice-cream they would like as well as some key transactional vocabulary. • To revise and consolidate learning.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment Quiz	Assessment Quiz	Assessment Quiz	Assessment Quiz
CI.4	**Unit Title**	**Date**	**Do you have a pet?**	**My home**	**Habitats**
	Substantive Knowledge	• To know the 7 days of the week in French. • To know the 12 months of the year in French. • TO know numbers 1-31 in French. • To know how to ask what the date is and say the date in French. • To know how to ask somebody when their	• To know the nouns and indefinite articles for 8 common pets. • To know how to ask somebody if they have a pet and give an answer back. • To know how to say in French what pet we have/do not have and give our pet's name.	• To know 2 types of homes in 5 different locations, using the verb J'habite dans…' ' (I live in…). • TO know up to 10 different rooms/places in the home in French. • To know how to describe the rooms/places that there are/are not in our home in French using 'Chez moi il y	• To know how to say and write the key elements that animals and plants need to survive. • To name the 5 most common types of habitats. • To name an animal and a plant that live and grow in each type of habitat.

		birthday is and say when our own birthday is in French.	• To know how to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.	a …' and/or 'Chez moi il n'ya pas de…'	
	Procedural Knowledge	Skills we will develop: • To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31. Activities we will complete: • A number of different activities to learn how to say the date in French. • Starting by learning the 12 months of the year in French. • After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when your birthday is. • After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details. Phonics & pronunciation we will see: • Recommended phonics focus: É E È EAU EUX • É sound in février and décembre • EUX sound in deux. • Silent letters. These letters will appear throughout the	Skills we will develop: • To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions 'et' and 'mais'. • Incorporating the personal details previously learnt with our new knowledge. • Moving to phrase level and creating extended sentences. Activities we will complete: • A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). • After recycling and revisiting j'ai… (I have) learning how to say je n'ai pas de/d'… '(I don't have) plus the pet in French. • Learning how to use the structure qui s'appelle and complete more demanding listening and reading tasks. • There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.	Skills we will develop: • Memory, recall and retention skills using images to help. • Sentence building using the verb 'J'habite…' and the key vocabulary. • Giving a presentation of where we live in front of the class or in small groups. Activities we will complete: • Listening/Reading matching tasks • Grammar-sorting tasks • Extended listening and reading tasks to reinforce the key expressions 'Chez moi il y a …' and/or 'Chez moi il n'ya pas de…' • Tasks to reinforce answers to the key question 'C'est comment chez toi ? in 'chambres' 'salle de bains' and in the plural wor d preparation for the presentation describing your home • Differentiated desk-based written tasks Phonics and pronunciation we will see: • Silent Letters There are many final consonant silent letters in French: appartement- the final letter 't' is silent in- the final 's' is silent in the word	Skills we will develop: • To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. • Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness. Phonics & pronunciation we will see: • Recommended phonics focus: É E È EAU EUX • É sound in désert & océan • E sound in le • EAU sound in chameau & eau • Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words.

		unit, for example in the silent letter 't' at the ends of the words 'est' and 'juillet' Vocabulary we will learn & revisit: • The 12 nouns for the months of the year and the structures involved for asking and saying the date, as well as how to ask and say when your birthday is in French. This is all listed on the Pupil Unit Glossary. Grammar we will learn & revisit: • Ordinal & cardinal numbers. • To learn that months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • Noting that the 2 nd , 3 rd , 4 th etc is not used in the French date. • The only ordinal number for saying the date in French is the 1st (premier/1 er)	Phonics & pronunciation we will see • Recommended phonics focus: É E È EAU EUX • É sound in Cécile • E sound in je & de • EAU sound in oiseau • Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' &'t' are often silent at the end of French words. • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. • Elision 'Je n'ai pas d'oiseau'. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. Vocabulary we will learn & revisit: • 8 common pets. J'ai… ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'…(I don't have). This is all listed on the Vocabulary Sheet. Grammar we will learn & revisit:	Grammar we will learn & revisit: • Indefinite articles/determiners in the masculine and feminine singular • Verbs –habiter conjugated in the 1 st • Plurality of nouns person singular form 'j'habite' (I live) • The negative phrase 'Chez moi il n'y a pas de…'to express when there isn't Vocabulary in French we will learn & revisit: • The nouns and definite articles/determiners for 10 rooms/places in the home. • The vocabulary and phrases for 2 types of home and 5 different locations. • The conjunctions 'et' (and) & 'mais' (but). • The expressions: 'Chez moi il y a …' and 'Chez moi il n'ya pas de…' to fully describe the rooms/places there are/aren't in our homes. • The key questions 'Où habites-tu ?' and C'est comment chez toi? to elicit a certain room/place in our home	• Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sound do not exist in English and are made through the nose not the mouth! Words like grands, dans, buissons, requin, and singe. Vocabulary we will learn & revisit: • Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet. Grammar we will learn & revisit: • Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.

			• Indefinite articles, high frequency verbs & negative. • Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. • Indefinite articles/determiners un and une. • Negative structure je n'ai pas de/d'…		
	LOs	• To learn how to recognise, recall and spell the 7 days of the week in French. • To learn how to recognise, recall and spell the 12 months of the year in French. • To learn how to recognise, recall and spell numbers 1-31 in French. • To put language into context to say the date in French. • To know how to say when their birthday is in French. • To consolidate new language learnt.	• To recognise, recall and spell eight common pets with their indefinite article/determiner in French. • To use the irregular high frequency verb 'I have' along with the conjunction 'and'. • To know the phrase 'that is called' in French to introduce pets. • To know how to use negative structures in French. • To use the conjunction 'but' in French. • To revise and consolidate language covered.	• To recognise and recall two types of home and five different locations in French. • To recognise and recall five rooms in the home in French. • To recognise and recall a further five different rooms/places in the hoe in French. • To revisit negative structures in French. • To apply knowledge to give a presentation about where they live in French. • To revise and consolidate all new language learned.	• To express the essential elements that plants need. • To decode longer and more complex texts in French. • To decode longer and more complex texts in French. • To use listening and reading skills. • To consolidate language learned and present using oral and written form. • To revise and consolidate language covered.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment Quiz	Assessment Quiz	Assessment Quiz	Assessment Quiz
Cl.5	**Unit Title**	**Date**	**My home**	**Clothes**	**School**
	Substantive Knowledge	• Recognise and recall the 7 days of the week in French.	• Recognise, recall and remember in French 2 types of homes in 5 different locations, using	• Recognise, recall and spell up to 15 items of clothing with their indefinite	• Recall 10 school subjects and use them with the verb 'I study'.

		• Recognise and recall the 12 months of the year in French. • Recognise and recall numbers 1-31 in French. • Ask what the date is and say the date in French. • Ask somebody when their birthday is and say when our own birthday is in French.	the verb J'habite dans…' ' (I live in…). • Recognise, recall and remember up to 10 different rooms/places in the home in French. • Describe the rooms/places that there are/are not in our home in French using 'Chez moi il y a …' and/or 'Chez moi il n'ya pas de…'	articles/determiners in French. • Understand more about adjectival agreement when describing the colours of items of clothing. • Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and).	• Tell the time and apply it within the context of a school timetable. • Apply the days of the week within the context of a school timetable. • Express our opinions about a particular subject. • Justify our opinions with a reason, using pertinent adjectives.
	Procedural Knowledge	Skills we will develop: • To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31. Activities we will complete: • A number of different activities to learn how to say the date in French. • Starting by learning the 12 months of the year in French. • After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when your birthday is. • After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details. Phonics & pronunciation we will see:	Skills we will develop: • Memory, recall and retention skills using images to help. • Sentence building using the verb 'J'habite…' and the key vocabulary. • Giving a presentation of where we live in front of the class or in small groups. Activities we will complete: • Listening/Reading matching tasks • Grammar-sorting tasks • Extended listening and reading tasks to reinforce the key expressions 'Chez moi il y a …' and/or 'Chez moi il n'ya pas de…' • Tasks to reinforce answers to the key question 'C'est comment chez toi ? in 'chambres' 'salle de bains' and in the plural wor d preparation for the presentation describing your home • Differentiated desk-based written tasks Phonics and pronunciation we will see:	Skills we will develop: • Retainment of new vocabulary in the form of 15 nouns for items of clothing with their indefinite article/determiners. • Applying adjectival agreement rules (gender and plurality) to correctly describe our clothes by colour. • Putting together the new vocabulary, including the 1 st person verb conjugation of 'porter' (to wear) and the conjunction 'et' (and) to create extended sentences about what we wear in 4 different scenarios. • Present these sentences in front of the class or in small groups. Activities we will complete: • Lots of listening, speaking, reading, writing and grammar sorting activities to learn the 15 nouns and appropriate articles/determiners for items of clothing.	Skills we will develop: • Transferable language - Understand that the positive and negative opinions and justifications learnt with regard to school subjects can be used in other topics. • Extension of language – Learn how to develop our sentences to make them longer and more interesting using, for example, conjunctions and more varied vocabulary. • Manipulation of language - Aim to be creative by integrating all elements of newly learnt language alongside recycled language into original and personal output in either spoken or written forms. Activities we will complete: • There will be plenty of activities in all 4 skills (listening, reading, writing and speaking) throughout the unit to then build confidence to be able to express freely our school

		• Recommended phonics focus: É E È EAU EUX • É sound in février and décembre • EUX sound in deux. • Silent letters. These letters will appear throughout the unit, for example in the silent letter 't' at the ends of the words 'est' and 'juillet' Vocabulary we will learn & revisit: • The 12 nouns for the months of the year and the structures involved for asking and saying the date, as well as how to ask and say when your birthday is in French. This is all listed on the Pupil Unit Glossary. Grammar we will learn & revisit: • Ordinal & cardinal numbers. • To learn that months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • Noting that the 2 nd , 3 rd , 4 th etc is not used in the French date. The only ordinal number for saying the date in French is the 1st (premier/1 er)	• Silent Letters There are many final consonant silent letters in French: appartement- the final letter 't' is silent in- the final 's' is silent in the word Grammar we will learn & revisit: • Indefinite articles/determiners in the masculine and feminine singular • Verbs –habiter conjugated in the 1 st • Plurality of nouns person singular form 'j'habite' (I live) • The negative phrase 'Chez moi il n'y a pas de…'to express when there isn't Vocabulary in French we will learn & revisit: • The nouns and definite articles/determiners for 10 rooms/places in the home. • The vocabulary and phrases for 2 types of home and 5 different locations. • The conjunctions 'et' (and) & 'mais' (but). • The expressions: 'Chez moi il y a …' and 'Chez moi il n'ya pas de…' to fully describe the rooms/places there are/aren't in our homes. • The key questions 'Où habites-tu ?' and C'est comment chez toi? to elicit a certain room/place in our home	• There will also be some extended listening and reading tasks. • Spoken and written scaffolded activities will support us in saying what we wear in different scenarios. • A final presentation activity where pupils will present what they wear in up to 4 different scenarios in French. Phonics &pronunciation we will see: • Recommended phonics focus: é e è eau eux • é sound in 'écharpe' • e sound in 'chemise' • eau sound in 'manteau' • Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'. Made from the back of the mouth, not the front. Grammar we will earn & revisit: • Indefinite articles/determiners in the masculine and feminine singular and in the masculine and feminine plural – 'un', 'une' and 'des'	timetable and likes and dislikes and give the reasons for our preferences in French. Grammar we will learn and revisit: • Nouns & articles/determiners. We will revisit these: le, la, l' les to remind us that in French there are more options than in English. • Changes in verbs. Targeting the verb 'étudier' in the st 1 person singular ('j'étudie'). Phonics & pronunciation we will see: • En sound in 'sciences'. • ique sound in 'musique'. • ç sound in 'français'. • an sound in 'amusant'. • silent letters as in 'aimes'. • elision as in 'j'étudie'. Vocabulary we will learn & revisit: • 10 school subjects with their definite articles/determiners, time phrases to indicate specific times, days of the week, opinion phrases and adjectives to justify the opinions in French.

				• Verbs–porter (to wear) conjugated in the 1 st wear/I'm wearing) • Conjunctions – 'et' (and) • Adjectival agreement – using colours as adjectives to describe the items of clothing Vocabulary we will learn & revisit: • We will learn 15 nouns for items of clothing, 10 colours, the 1 st person verb conjugation 'Je porte' (I wear/I'm wearing) and 4 scenarios (at home, at school, in the summer and in the winter) in French. All listed on the Pupil Unit Glossary.	
	LOs	• To learn how to recognise, recall and spell the 7 days of the week in French. • To learn how to recognise, recall and spell the 12 months of the year in French. • To learn how to recognise, recall and spell numbers 1-31 in French. • To put language into context to say the date in French. • To know how to say when their birthday is in French. • To consolidate new language learnt.	• To recognise and recall two types of home and five different locations in French. • To recognise and recall five rooms in the home in French. • To recognise and recall a further five different rooms/places in the hoe in French. • To revisit negative structures in French. • To apply knowledge to give a presentation about where they live in French. • To revise and consolidate all new language learned.	• To recognise, recall and spell ten different items of clothing and their indefinite articles/determiners. • To recognise, recall and spell a further five different items of clothing and their indefinite articles/determiners. • To describe what they are wearing by colour and using the conjunction 'and'. • To describe items of clothing by colour and use adjectival agreement. • To integrate language learned to describe clothing in different scenarios. • To revise and consolidate language learned.	• To recognise, recall and spell ten different school subjects with the definite article/determiner. • To tell the time. • To apply knowledge of days of the week. • To give an opinion in the positive and negative form. • To extend sentences by justifying opinions. • To revise and consolidate language covered.

	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment Quiz	Assessment Quiz	Assessment Quiz	Assessment Quiz