

This term in FRENCH we will be learning about Free-time

		Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E					
	S K I L L S & A P P L I C A T I O N	<p>Listening</p> <ol style="list-style-type: none"> <li>respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning.</li> <li>respond to a range of passages including authentic material.</li> <li>Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>respond to/understand spoken language including some more extended passages.</li> <li>identify overall messages, key points, details and opinions with reasons.</li> <li>respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>respond to/understand longer passages of spoken language.</li> <li>identify key points, some details and opinions.</li> <li>respond to a range of passages in familiar contexts.</li> </ol>	<ol style="list-style-type: none"> <li>identify key points and simple opinions in short spoken phrases/sentences.</li> <li>pick out some details.</li> <li>respond to passages in very familiar contexts.</li> <li>respond to passages of straightforward, basic, familiar language.</li> </ol>
	<p>Reading and translation</p> <ol style="list-style-type: none"> <li>respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning.</li> <li>Be able to identify different time frames accurately.</li> <li>respond to texts which include more complex language and less familiar vocabulary.</li> <li>translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ol>	<ol style="list-style-type: none"> <li>respond to/understand written language including some more extended texts.</li> <li>identify overall messages, key points, details, and opinions with reasons.</li> <li>respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>Be able to identify different time frames accurately when reading.</li> <li>respond to texts which include some complex language and some less familiar vocabulary.</li> <li>translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ol>	<ol style="list-style-type: none"> <li>respond to/understand longer texts.</li> <li>identify key points, some details, and opinions.</li> <li>respond to a range of texts in familiar contexts.</li> <li>respond to texts which include common language structures and familiar vocabulary.</li> <li>translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies</li> </ol>	<ol style="list-style-type: none"> <li>identify key points and simple opinions in short written phrases/sentences.</li> <li>pick out some details.&amp; respond to texts in very familiar contexts.</li> <li>respond to texts of straightforward, basic language structures and familiar vocabulary.</li> <li>translate into English a passage containing a range of common language structures, but with limited success</li> </ol>	

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>				
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<b>Writing and translation</b> <ol style="list-style-type: none"> <li>write extended texts on a range of topics.</li> <li>manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view</li> <li>Include a range of time frames</li> <li>regularly use a range of less common vocabulary and complex linguistic structures.</li> <li>translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>write longer texts on a range of topics.</li> <li>manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view.</li> <li>Include present, past and future tenses accurately.</li> <li>occasionally use a range of less common vocabulary and complex linguistic structures.</li> <li>translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>write short texts on a range of familiar topics.</li> <li>use common, familiar language to narrate events, present facts and express ideas and opinions.</li> <li>translate sentences containing a range of common linguistic structures with some lapses in clarity.</li> <li>produce writing which is normally accurate when using familiar language</li> </ol>	<ol style="list-style-type: none"> <li>write short sentences on a range of familiar topics.</li> <li>use a limited range of common, familiar language to present simple facts, ideas, and points of view.</li> <li>translate individual words or some simple short phrases in sentences containing a range of common linguistic structures.</li> <li>produce writing which is sometimes accurate when using familiar language</li> </ol>
	<b>Speaking</b> <ol style="list-style-type: none"> <li>Uses language creatively to exchange and justify a range of thoughts and opinions.</li> <li>Initiates, develops and sustains conversations and discussions.</li> <li>Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures</li> <li>Uses a range of tenses including less common tenses such as the conditional.</li> <li>Interacts naturally, with little hesitation and little rephrasing.</li> <li>Successful communication which would be understood by a native speaker with some clarification.</li> </ol>	<ol style="list-style-type: none"> <li>Initiates and develops conversations on a variety of topics.</li> <li>Uses and adapts language for new purposes and narrates events.</li> <li>Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses).</li> <li>Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary</li> <li>Uses present and past/future tense successfully..</li> <li>Exchanges opinions and gives simple reasons.</li> <li>Begins to speak spontaneously.</li> </ol>	<ol style="list-style-type: none"> <li>Asks and answers a range of simple questions.</li> <li>Takes part in a range of brief dialogues, using short phrases referring to the present.</li> <li>Exchanges opinions.</li> <li>Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures.</li> <li>Communication is sometimes limited or by restricted range of vocabulary</li> </ol>

**This term in FRENCH we will be learning about free time and technology**

		Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>		<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> <li>- Recognising the subjunctive mood</li> <li>- Using imperfect tense</li> </ul>	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> <li>- Giving reasons for opinions</li> <li>- Using <i>depuis</i> + present tense</li> <li>- Using 3 tenses together</li> <li>- Changing from 1<sup>st</sup> person to 3<sup>rd</sup> person</li> <li>- Using comparative adjectives</li> <li>- Using superlative adjectives</li> <li>- Using relative pronoun <i>que</i></li> <li>- Using direct object pronouns (<i>le, la, l', les</i>)</li> </ul>	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> <li>- Expressing opinions</li> <li>- Using adverbs of frequency and sequencers</li> <li>- Using structures <i>grâce à, sans, avec</i></li> <li>- Using <i>faire</i> in present tense</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing leisure activities:</li> <li>- Sport</li> <li>- Music</li> <li>- Film and TV</li> <li>- Technology &amp; life online</li> <li>- Books and reading</li> <li>- Using different tenses</li> <li>- Position of adjectives</li> </ul>
	<b>S K I L L S &amp; A P P L I C A T I O N</b>	Listening	<ol style="list-style-type: none"> <li>1. respond to/understand spoken language including more complex and extended passages.</li> <li>2. extract information, identify opinions, draw conclusions, infer meaning.</li> <li>3. respond to a range of passages including authentic material.</li> <li>4. Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>5. respond to/understand spoken language including some more extended passages.</li> <li>6. identify overall messages, key points, details and opinions with reasons.</li> <li>7. respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>8. Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>9. respond to/understand longer passages of spoken language.</li> <li>10. identify key points, some details and opinions.</li> <li>11. respond to a range of passages in familiar contexts.</li> </ol>
Reading and translation		<ol style="list-style-type: none"> <li>1. respond to/understand written language including more complex and extended texts.</li> <li>2. extract information identify opinions, draw conclusions, and infer meaning.</li> <li>3. Be able to identify different time frames accurately.</li> <li>4. respond to texts which include more complex language and less familiar vocabulary.</li> <li>5. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ol>	<ol style="list-style-type: none"> <li>6. respond to/understand written language including some more extended texts.</li> <li>7. identify overall messages, key points, details, and opinions with reasons.</li> <li>8. respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>9. Be able to identify different time frames accurately when reading.</li> <li>10. respond to texts which include some complex language and some less familiar vocabulary.</li> <li>12. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ol>	<ol style="list-style-type: none"> <li>13. respond to/understand longer texts.</li> <li>14. identify key points, some details, and opinions.</li> <li>15. respond to a range of texts in familiar contexts.</li> <li>16. respond to texts which include common language structures and familiar vocabulary.</li> <li>17. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies</li> </ol>	<ol style="list-style-type: none"> <li>18. identify key points and simple opinions in short written phrases/sentences.</li> <li>19. pick out some details.&amp; respond to texts in very familiar contexts.</li> <li>20. respond to texts of straightforward, basic language structures and familiar vocabulary.</li> <li>21. translate into English a passage containing a range of common language structures, but with limited success</li> </ol>

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<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p>Writing and translation</p> <ol style="list-style-type: none"> <li>write extended texts on a range of topics.</li> <li>manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view</li> <li>Include a range of time frames</li> <li>regularly use a range of less common vocabulary and complex linguistic structures.</li> <li>translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>write longer texts on a range of topics.</li> <li>manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view.</li> <li>Include present, past and future tenses accurately.</li> <li>occasionally use a range of less common vocabulary and complex linguistic structures.</li> <li>translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>write short texts on a range of familiar topics.</li> <li>use common, familiar language to narrate events, present facts and express ideas and opinions.</li> <li>translate sentences containing a range of common linguistic structures with some lapses in clarity.</li> <li>produce writing which is normally accurate when using familiar language</li> </ol>	<ol style="list-style-type: none"> <li>write short sentences on a range of familiar topics.</li> <li>use a limited range of common, familiar language to present simple facts, ideas, and points of view.</li> <li>translate individual words or some simple short phrases in sentences containing a range of common linguistic structures.</li> <li>produce writing which is sometimes accurate when using familiar language</li> </ol>
	<p>Speaking</p> <ol style="list-style-type: none"> <li>Uses language creatively to exchange and justify a range of thoughts and opinions.</li> <li>Initiates, develops and sustains conversations and discussions.</li> <li>Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures</li> <li>Uses a range of tenses including less common tenses such as the conditional.</li> <li>Interacts naturally, with little hesitation and little rephrasing.</li> <li>Successful communication which would be understood by a native speaker with some clarification.</li> </ol>	<ol style="list-style-type: none"> <li>Initiates and develops conversations on a variety of topics.</li> <li>Uses and adapts language for new purposes and narrates events.</li> <li>Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses).</li> <li>Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary</li> <li>Uses present and past/future tense successfully..</li> <li>Exchanges opinions and gives simple reasons.</li> <li>Begins to speak spontaneously.</li> </ol>	<ol style="list-style-type: none"> <li>Asks and answers a range of simple questions.</li> <li>Takes part in a range of brief dialogues, using short phrases referring to the present.</li> <li>Exchanges opinions.</li> <li>Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures.</li> <li>Communication is sometimes limited or by restricted range of vocabulary</li> </ol>

This term in FRENCH we will be learning about Holidays and Home				
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<b>All content in Grades 1-6 plus:</b> <ul style="list-style-type: none"> <li>- Using the pluperfect tense</li> <li>- Using the simple future tense</li> <li>- Recognising the conditional perfect tense</li> <li>- Using reflexive verbs in the perfect tense</li> </ul>	<b>All content in Grades 1-4 plus:</b> <ul style="list-style-type: none"> <li>- Using <i>aller</i> in the present tense.</li> <li>- Discussing holiday experiences.</li> <li>- Using present, past and future tenses</li> <li>- Using the conditional tense</li> <li>- Using reflexive verbs</li> <li>- Using the pronoun <i>y</i></li> <li>- Using <i>qui/que/dont</i> to extend sentences</li> </ul>	<b>All content in Grades 1-3 plus:</b> <ul style="list-style-type: none"> <li>- Using infinitive structures <i>avant de</i> and <i>on peut</i></li> <li>- Using prepositions <i>en/au/aux/à</i> accurately</li> <li>- Using negatives</li> <li>- Discussing the advantages and disadvantages of where you live.</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about holiday destinations</li> <li>- Talking about the weather</li> <li>- Talking about travelling</li> <li>- Discussing different types of holiday destinations</li> <li>- Describing places people live</li> </ul>
	S K I L L S & A P P L I C A T I O N	<b>Listening</b> <ol style="list-style-type: none"> <li>1. respond to/understand spoken language including more complex and extended passages.</li> <li>2. extract information, identify opinions, draw conclusions, infer meaning.</li> <li>3. respond to a range of passages including authentic material.</li> <li>4. Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>5. respond to/understand spoken language including some more extended passages.</li> <li>6. identify overall messages, key points, details and opinions with reasons.</li> <li>7. respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>8. Be able to identify different time frames accurately when listening.</li> </ol>	<ol style="list-style-type: none"> <li>9. respond to/understand longer passages of spoken language.</li> <li>10. identify key points, some details and opinions.</li> <li>11. respond to a range of passages in familiar contexts.</li> </ol>
<b>Reading and translation</b> <ol style="list-style-type: none"> <li>1. respond to/understand written language including more complex and extended texts.</li> <li>2. extract information</li> <li>3. identify opinions, draw conclusions, and infer meaning.</li> <li>4. Be able to identify different time frames accurately.</li> <li>5. respond to texts which include more complex language and less familiar vocabulary.</li> <li>6. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ol>		<ol style="list-style-type: none"> <li>6. respond to/understand written language including some more extended texts.</li> <li>7. identify overall messages, key points, details, and opinions with reasons.</li> <li>8. respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>9. Be able to identify different time frames accurately when reading.</li> <li>10. respond to texts which include some complex language and some less familiar vocabulary.</li> <li>11. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ol>	<ol style="list-style-type: none"> <li>13. respond to/understand longer texts.</li> <li>14. identify key points, some details, and opinions.</li> <li>15. respond to a range of texts in familiar contexts.</li> <li>16. respond to texts which include common language structures and familiar vocabulary.</li> <li>17. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies</li> </ol>	<ol style="list-style-type: none"> <li>18. identify key points and simple opinions in short written phrases/sentences.</li> <li>19. pick out some details.&amp; respond to texts in very familiar contexts.</li> <li>20. respond to texts of straightforward, basic language structures and familiar vocabulary.</li> <li>21. translate into English a passage containing a range of common language structures, but with limited success</li> </ol>

**This term in FRENCH we will be learning about Holidays and Home**

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>KNOWLEDGE</b>	<p><b>All content in Grades 1-6 plus:</b></p> <ul style="list-style-type: none"> <li>- Using the pluperfect tense</li> <li>- Using the simple future tense</li> <li>- Recognising the conditional perfect tense</li> <li>- Using reflexive verbs in the perfect tense</li> </ul>	<p><b>All content in Grades 1-4 plus:</b></p> <ul style="list-style-type: none"> <li>- Using <i>aller</i> in the present tense.</li> <li>- Discussing holiday experiences.</li> <li>- Using present, past and future tenses</li> <li>- Using the conditional tense</li> <li>- Using reflexive verbs</li> <li>- Using the pronoun <i>y</i></li> <li>- Using <i>qui/que/dont</i> to extend sentences</li> </ul>	<p><b>All content in Grades 1-3 plus:</b></p> <ul style="list-style-type: none"> <li>- Using infinitive structures <i>avant de</i> and <i>on peut</i></li> <li>- Using prepositions <i>en/au/aux/à</i> accurately</li> <li>- Using negatives</li> <li>- Discussing the advantages and disadvantages of where you live.</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about holiday destinations</li> <li>- Talking about the weather</li> <li>- Talking about travelling</li> <li>- Discussing different types of holiday destinations</li> <li>- Describing places people live</li> </ul>
<b>SKILLS &amp; APPLICATION</b> Writing and translation	<ol style="list-style-type: none"> <li>1. write extended texts on a range of topics.</li> <li>2. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view</li> <li>3. Include a range of time frames</li> <li>4. regularly use a range of less common vocabulary and complex linguistic structures.</li> <li>5. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>6. produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>7. write longer texts on a range of topics.</li> <li>8. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view.</li> <li>9. Include present, past and future tenses accurately.</li> <li>10. occasionally use a range of less common vocabulary and complex linguistic structures.</li> <li>11. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>12. produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li> </ol>	<ol style="list-style-type: none"> <li>13. write short texts on a range of familiar topics.</li> <li>14. use common, familiar language to narrate events, present facts and express ideas and opinions.</li> <li>15. translate sentences containing a range of common linguistic structures with some lapses in clarity.</li> <li>16. produce writing which is normally accurate when using familiar language</li> </ol>	<ol style="list-style-type: none"> <li>17. write short sentences on a range of familiar topics.</li> <li>18. use a limited range of common, familiar language to present simple facts, ideas, and points of view.</li> <li>19. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures.</li> <li>20. produce writing which is sometimes accurate when using familiar language</li> </ol>
<b>SKILLS &amp; APPLICATION</b> Speaking	<ol style="list-style-type: none"> <li>1. Uses language creatively to exchange and justify a range of thoughts and opinions.</li> <li>2. Initiates, develops and sustains conversations and discussions.</li> <li>3. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures</li> <li>4. Uses a range of tenses including less common tenses such as the conditional.</li> <li>5. Interacts naturally, with little hesitation and little rephrasing.</li> <li>6. Successful communication which would be understood by a native speaker with some clarification.</li> </ol>	<ol style="list-style-type: none"> <li>7. Initiates and develops conversations on a variety of topics.</li> <li>8. Uses and adapts language for new purposes and narrates events.</li> <li>9. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses).</li> <li>10. Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>11. Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary</li> <li>12. Uses present and past/future tense successfully..</li> <li>13. Exchanges opinions and gives simple reasons.</li> <li>14. Begins to speak spontaneously.</li> </ol>	<ol style="list-style-type: none"> <li>15. Asks and answers a range of simple questions.</li> <li>16. Takes part in a range of brief dialogues, using short phrases referring to the present.</li> <li>17. Exchanges opinions.</li> <li>18. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures.</li> <li>19. Communication is sometimes limited or by restricted range of vocabulary</li> </ol>

This term in FRENCH we will be learning about:

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
<b>K N O W L E D G E</b>	<p><b>Everything in working beyond and:</b></p> <ul style="list-style-type: none"> <li>- Recognise a range of question words and their meaning</li> <li>- the present tense – using il/elle form (e.g. <i>aimer, s'appeler, être, avoir</i>)</li> <li>- Giving reasons using <i>parce que/car</i></li> <li>- Use of TEN CARROTS to improve writing</li> </ul>	<p><b>Everything in working at and:</b></p> <ul style="list-style-type: none"> <li>- Using the verbs <i>avoir</i> (to have) &amp; <i>être</i> (to be)</li> <li>- <i>Using opinion verbs</i> e.g. <i>aimer</i> (to like) with <i>je/tu</i></li> <li>- <i>Describing others</i></li> <li>- Using <i>Mon, ma, mes</i> (my) with family members</li> <li>- Using adjectives with more accuracy – adjectival agreement</li> </ul>	<p><b>Everything in working below and:</b></p> <ul style="list-style-type: none"> <li>- Saying Hello and Goodbye in different ways.</li> <li>- Use basic qualifiers – <i>très /assez/un peu</i></li> <li>- Asking basic questions e.g. <i>Tu as quel âge?</i></li> <li>- Saying 'the' in French</li> <li>- Giving dates accurately</li> <li>- Using "<i>il y a</i>" to say what there is and be able to describe a scene</li> </ul>	<ul style="list-style-type: none"> <li>- Saying Hello and Goodbye.</li> <li>- Asking how someone is feeling.</li> <li>- Saying what you are called and how old you are.</li> <li>- French phonics and the alphabet</li> <li>- Counting to 31</li> <li>- Saying when your birthday is.</li> <li>- Saying what you like and dislike</li> <li>- Describing yourself.</li> </ul>	
	<b>S K I L L S &amp; A P P L I C A T I O N</b>	Listening	3. Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense.	4. Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	5. Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.
		Reading & Translation	1. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present. 2. Translate simple sentences containing familiar vocabulary and grammar into English	3. Demonstrate understanding of main points and opinions in short texts using familiar language. 4. Translate familiar words and short phrases into English.	7. Demonstrate understanding of familiar words and phrases. 8. Read familiar words and phrases aloud.
		Writing & Translation	1. Write short texts for different purposes using mainly memorised language, referring to the present. 2. Express opinions and give simple reasons. 3. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. 4. Translate into the target language simple sentences containing familiar words and structures.	5. Write several short sentences with support to give information and express simple opinions. 6. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 7. Translate familiar words and short phrases into the target language.	8. Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. 9. Write some familiar words from memory. 10. Spelling and accents may not be accurate, but the meaning is clear. 11. Translate familiar words and short phrases into the target language.
Speaking	1. Take part in simple conversations, referring to the present. 2. Exchange opinions and give simple reasons. 3. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.	4. Ask and answer simple questions. 5. Take part in brief dialogues, using short phrases referring to the present. 6. Exchange simple opinions.	7. Answer simple questions. 8. Give basic information and opinions, using familiar vocabulary. 9. Begin to show awareness of sound patterns.	10. Say single words and short phrases with support. 11. Imitate correct pronunciation and intonation.	

This term in FRENCH we will be learning about: School and towns

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
<b>KNOWLEDGE</b>	<b>Everything in working beyond and:</b> <ul style="list-style-type: none"> <li>• Use three tenses together</li> <li>• Understand and translate longer texts</li> <li>• Use irregular verbs successfully in the perfect tense</li> </ul>	<b>Everything in working at and:</b> <ul style="list-style-type: none"> <li>• Use infinitive constructions e.g. j'aime/ je déteste/ je voudrais+the infinitive</li> <li>• Use the perfect and the near future tense</li> </ul>	<b>Everything in working below and:</b> <ul style="list-style-type: none"> <li>• Use a range of opinions</li> <li>• Use the perfect tense or the near future tense</li> <li>• Understand higher numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what your holidays and future holiday plans</li> <li>• Buy drinks and snacks</li> <li>• Talk about your free-time and give opinion</li> <li>• Say what you did on a trip</li> <li>• Understanding information on an attraction</li> </ul>	
	<b>SKILLS &amp; APPLICATION</b>				
<b>SKILLS &amp; APPLICATION</b>	Listening	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present and the future, Transcribe sentences.</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the future.</li> <li>4. Transcribe short sentences.</li> </ol>	<ol style="list-style-type: none"> <li>5. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future.</li> <li>6. Transcribe short phrases.</li> </ol>	<ol style="list-style-type: none"> <li>7. Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases in the present tense, Transcribe familiar words.</li> <li>8.</li> </ol>
	Reading & Translation	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present and the future.</li> <li>2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</li> <li>3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</li> </ol>	<ol style="list-style-type: none"> <li>3. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the future as well as the present.</li> <li>4. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).</li> <li>5. Translate longer sentences into English, showing awareness of familiar grammar ie. tenses</li> </ol>	<ol style="list-style-type: none"> <li>6. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</li> <li>7. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems).</li> <li>8. Use a bilingual dictionary or glossary to look up unfamiliar words.</li> <li>9. Translate simple sentences containing familiar vocabulary and into English.</li> </ol>	<ol style="list-style-type: none"> <li>10. Demonstrate understanding of main points and opinions in short texts using familiar language.</li> <li>11. Translate familiar words and short phrases into English..</li> </ol>
	Writing & Translation	<ol style="list-style-type: none"> <li>1. Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present and the future.</li> <li>2. Translate longer sentences containing linked ideas into the target language.</li> <li>3. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</li> </ol>	<ol style="list-style-type: none"> <li>4. Write short texts giving and seeking information and opinions, referring to the future as well as the present.</li> <li>5. Translate longer sentences into the target language.</li> <li>6. Mostly accurate and meaning is clear but with some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</li> </ol>	<ol style="list-style-type: none"> <li>7. Write short texts for different purposes using mainly memorised language, referring to the present or the future.</li> <li>8. Express opinions and give simple reasons.</li> <li>9. Translate simple sentences containing familiar words and structures into the target language.</li> <li>10. Generally accurate in using straightforward language and meaning is clear, but there may be serious errors.</li> </ol>	<ol style="list-style-type: none"> <li>11. Write several short sentences with support to give information and express simple opinions.</li> <li>12. Translate familiar words and short phrases into the target language.</li> <li>13. Generally accurate in using straightforward language.</li> </ol>
	Speaking	<ol style="list-style-type: none"> <li>1. Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present and the future.</li> <li>2. Use a range of common vocabulary and grammatical structures</li> <li>3. Demonstrate spontaneity by asking questions, and expand answers.</li> </ol>	<ol style="list-style-type: none"> <li>4. Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.</li> <li>5. Demonstrate spontaneity by asking some questions.</li> <li>6. Refer to future, as well as the present.</li> <li>7. Use increasingly accurate pronunciation.</li> </ol>	<ol style="list-style-type: none"> <li>7. Take part in simple conversations, referring to the present or the future.</li> <li>8. Exchange opinions and give simple reasons.</li> <li>9. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures</li> <li>10. Begin to speak spontaneously (e.g. by giving an opinion).</li> </ol>	<ol style="list-style-type: none"> <li>11. Ask and answer simple questions.</li> <li>12. Exchange simple opinions.</li> <li>13. Take part in brief dialogues, using short phrases referring to the present.</li> </ol>



This term in FRENCH we will be learning about Health and lifestyle

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
<b>KNOWLEDGE</b>	<p><b>Everything in working beyond and:</b></p> <ul style="list-style-type: none"> <li>Using three tenses to talk about your levels of fitness</li> <li>Use irregular verbs in the future tense</li> <li>Ask and talk about resolutions for staying healthy</li> </ul>	<p><b>Everything in working at and:</b></p> <ul style="list-style-type: none"> <li>Using two tenses together</li> <li>Using <i>depuis</i> to talk about how long you have been ill/injured/done something</li> <li>Using the future tense and the near future tense</li> </ul>	<p><b>Everything in working below and:</b></p> <ul style="list-style-type: none"> <li>Using <i>il faut</i></li> <li>Using the future tense</li> <li>Using a range of negative expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Name parts of the body</li> <li>Talking about sport</li> <li>Talking about healthy eating</li> <li>Making plans to get fit</li> <li>Describing levels of fitness</li> <li>Using a range of opinions.</li> </ul>	
<b>SKILLS &amp; APPLICATION</b>	Listening	<ol style="list-style-type: none"> <li>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future</li> <li>Transcribe sentences.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future.</li> <li>Transcribe short sentences.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future.</li> <li>Transcribe short sentences.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future.</li> <li>Transcribe short phrases.</li> </ol>
	Reading & Translation	<ol style="list-style-type: none"> <li>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</li> <li>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</li> <li>Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future.</li> <li>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</li> <li>Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future.</li> <li>Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</li> <li>Translate simple sentences containing familiar vocabulary into English.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</li> <li>Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</li> <li>Translate simple sentences containing familiar vocabulary and into English</li> </ol>

This term in FRENCH we will be learning about Health and lifestyle

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
<b>KNOWLEDGE</b>	<b>Everything in working beyond and:</b> <ul style="list-style-type: none"> <li>Using three tenses to talk about your levels of fitness</li> <li>Use irregular verbs in the future tense</li> <li>Ask and talk about resolutions for staying healthy</li> </ul>	<b>Everything in working at and:</b> <ul style="list-style-type: none"> <li>Using two tenses together</li> <li>Using <i>depuis</i> to talk about how long you have been ill/injured/done something</li> <li>Using the future tense and the near future tense</li> </ul>	<b>Everything in working below and:</b> <ul style="list-style-type: none"> <li>Using <i>il faut</i></li> <li>Using the future tense</li> <li>Using a range of negative expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Name parts of the body</li> <li>Talking about sport</li> <li>Talking about healthy eating</li> <li>Making plans to get fit</li> <li>Describing levels of fitness</li> <li>Using a range of opinions.</li> </ul>
	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing &amp; Translation</div> <ol style="list-style-type: none"> <li>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.</li> <li>Translate longer sentences containing linked ideas into the target language.</li> <li>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</li> </ol>	<ol style="list-style-type: none"> <li>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future.</li> <li>Translate longer sentences containing linked ideas into the target language.</li> <li>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</li> </ol>	<ol style="list-style-type: none"> <li>Write short texts giving and seeking information and opinions, referring to the future or past as well as the present.</li> <li>Translate longer sentences into the target language.</li> <li>Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</li> </ol>	<ol style="list-style-type: none"> <li>Take part in simple conversations, referring to the present or the future.</li> <li>Exchange opinions and give simple reasons.</li> <li>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures</li> <li>Begin to speak spontaneously (e.g. by giving an opinion).</li> </ol>
<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking</div> <ol style="list-style-type: none"> <li>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future.</li> <li>Use a range of common vocabulary and grammatical structures</li> <li>Demonstrate spontaneity by asking questions, and expand answers.</li> <li>Use increasingly accurate pronunciation and intonation.</li> </ol>	<ol style="list-style-type: none"> <li>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future.</li> <li>Use a range of common vocabulary and grammatical structures</li> <li>Demonstrate spontaneity by asking questions, and expand answers.</li> </ol>	<ol style="list-style-type: none"> <li>Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.</li> <li>Demonstrate spontaneity by asking some questions.</li> <li>Refer to past or future, as well as the present.</li> <li>Use increasingly accurate pronunciation.</li> </ol>	<ol style="list-style-type: none"> <li>Take part in simple conversations, referring to the present or the future.</li> <li>Exchange opinions and give simple reasons.</li> <li>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures</li> <li>Begin to speak spontaneously (e.g. by giving an opinion).</li> </ol>	