French

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|  **LK2 Knowledge Cycle A** |
| **Topics**  |  |
| **Greetings****Colours****Numbers** | **Greetings*** I can say hello/greet someone, tell someone my name and ask theirs.
* I can ask someone how they are (ça va) and respond accordingly.
* I can write a short phrase from memory.
* I can join in with simple songs and rhymes copying sounds with some accuracy, e.g. bonjour, bonjour song.

**Colours*** I can recognise and understand the words for colours (bleu, rouge, jaune, etc) and label a poster accurately.
* I can use simple words and phrases to name and describe colours independently or in unison.

**Numbers*** I can recognise and understand numbers to 10 (un, deux, trois…).
* I can say my age and ask someone theirs.
* I can listen to and understand simple questions and respond with a word or short phrase e.g. Quel âge as-tu?
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| **Instructions****Alphabet****Sport****Easter** | **Instructions*** I can recognise and understand key classroom language.
* I can use simple words or phrases to give information either independently or in unison.

**Alphabet*** I can listen to and repeat the sounds in the French alphabet in order to be able to spell familiar words, e.g. my name.
* I can repeat sounds and join in with songs/ games using the alphabet.
* I can categorise the sounds of the French alphabet and compare them to that of English.

**Sport*** I can recognise and understand some new sports in French.
* I can make and write phrases using opinions and sports.
* I can express opinions of sport linking ideas with connectives and give reasons.
* I can ask and answer questions about sport (some with support of phonetics).

**Easter*** I can discuss what they do in France to celebrate Easter and how it is different to this country
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| **Numbers** | **Numbers to 31, Dates and Birthdays*** I can recognise and say number 13-31.
* I can say the date in French.
* I can say when my birthday is.
* I can listen, understand and respond to questions about my birthday using simple phrases.
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| **Skills** |

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| LKS2 | Children can listen to and understand short sentences on familiar topics, and repeat words and short phrases.Children can listen, understand and respond to questions using words and short phrases and ask a range of simple questions.Children can express simple likes and dislikes, using short phrases and can understand opinions of others.Children can use simple familiar structures and words (with or without support) to create their own short utterances.Children are beginning to understand that the sounds of the target language and the spellings associated with them may be different from their own and are beginning to use appropriate intonation when speaking (e.g. when asking questions).Children can use simple phrases to give information, either independently or in unison.Children can use simple words or phrases to name and describe, sometimes independently. | Children can read and understand familiar phrases and can begin to decode simple sentences, picking out key information in the target language.Children can identify some cognates in the target language using simple reading strategies to help decode meaning of words and use a simple glossary or dictionary to find out meaning of unfamiliar words. Children can produce some simple words and phrases from memory, sometimes with approximate but recognisable spelling.Children can use familiar language to create short sentences with the appropriate scaffolding. | Children can join in with simple songs and rhymes copying the sounds of the target language with some accuracy and are beginning to associate certain phonemes and graphemes in the target language. Children can listen carefully and understand and respond to a wide range of songs and rhymes or stories in the target language on familiar themes.Children can read and understand and respond to a wider range of songs and rhymes or stories that are appropriately scaffolded in the target language on familiar themes. | Children demonstrate an understanding that nouns and adjectives can be found in the target language as well as English but that their word order may be different.Children begin to understand the gender of nouns including masculine and feminine forms. They begin to produce sentences and utterances that show emerging grammatical understanding. |