French

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| **UKS2 Knowledge Cycle A** | |
| **Topic** |  |
| **Food and Drink** | **Food and Drink**   * I can name a variety of foods I would find in a café. * I can ask basic questions used in a café and respond appropriately. * I can take part in a brief conversation and order food or drinks. |
| **Numbers and Counting**  **Dictionary Skills**  **Food and Drink** | **Numbers and Counting**   * I can count in French and know my five times table up to 60   **Dictionary Skills**   * I can use a dictionary to find the equivalent word in each language. * I can use the correct masculine or feminine adjective to describe a noun. * I am beginning to recognise cognates in English and French. * I am beginning to read French text and understand the by recognising familiar language.   **Food and Drink**   * I can say what food is sold in which French food shop. * I can write a simple love poem in French. |
| **Transport** | **Transport**   * I can name a variety of modes of transport. * I can use familiar words (e.g. nouns and adjectives) to describe and write short sentences. * I can express an opinion. * I can use detail to explain what I think or mean using longer sentences. * I can talk about various countries (many are cognates) and understand the simple rule regarding talking about in/to different countries (au/en/aux=m/f/pl) |
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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. |