

White Hall Academy Progression of Skills

SUBJECT- Modern Foreign Languages

Learning Objectives are in black with success criteria in blue

Autumn 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Phonetics 1 & 2 I'm Learning French	Phonetics 1 & 2 Les Fruits	Phonetics 1 – 3 Counting, colours, days, months	School
			<p>Children will find France on a world map and begin to name the capital city and other cities in France. They will learn to say their name, count to 10 and name four colours in French.</p> <p><i>I can point to France on a world map.</i></p> <p><i>I can tell you the capital of France and name some other well known French cities.</i></p> <p><i>I can name other countries in the world that speak French.</i></p> <p><i>I can tell you what my name is in French.</i></p> <p><i>I can tell you how I feel in French.</i></p> <p><i>I can count to ten in French & name four colours.</i></p>	<p>Children will name some fruits in French. They will begin to say what they do and do not like, plus ask someone else what they like in French. They will do this with accurate pronunciation and the correct article.</p> <p><i>I can say at least 5 fruits (including the correct article) in French with accurate pronunciation.</i></p> <p><i>I can say I like at least one fruit in French.</i></p> <p><i>I can say I do not like at least one fruit in French.</i></p> <p><i>I can ask somebody what fruit they like in French using the question "Est-ce que tu aimes..?"</i></p>	<p><i>The children will consolidate counting, days, months and colours in French.</i></p>	<p>Children will repeat from memory all the school subjects learnt in class with the correct article / determiner. They will learn to say which subjects they study and why they like or dislike a particular subject.</p> <p><i>I can repeat from memory all the school subjects learnt in class with the correct article / determiner.</i></p> <p><i>I can tell you which subjects I study.</i></p> <p><i>I can tell you at what time I study particular subjects.</i></p> <p><i>I can say which subjects I have today.</i></p> <p><i>I can tell you why I like or dislike a particular subject.</i></p>

Autumn 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Ancient Britain</p> <p>Children will name three key periods, three key types of people, three key hunting tools and three types of dwellings in Ancient Britain.</p> <p>I can name the three key periods of ancient Britain introduced in this unit.</p> <p>I can say the three types of people who lived in ancient Britain as introduced in this unit.</p> <p>I can tell somebody the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</p> <p>I can name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>Vegetables</p> <p>Children will name some vegetables in French. They will say what they do not like, ask for a kilo of a type a vegetable and say 'please' in French. They will do this with accurate pronunciation and the correct article.</p> <p>I can say at least 5 vegetables in French with accurate pronunciation.</p> <p>I can say I would like at least one vegetable in French.</p> <p>I can say I would like a kilo of at least one vegetable in French.</p> <p>I can say "please" in French.</p>	<p>What is the date?</p> <p>The children will read and repeat all twelve months of the year with good pronunciation from memory. They will spell at least five months of the year accurately. They will learn to say what the date is today and ask what the date is. The children will be able to say when their birthday is and ask when somebody's birthday is.</p> <p>I can read and repeat all twelve months of the year with good pronunciation from memory.</p> <p>I can spell at least five months of the year accurately.</p> <p>I can say what the date is today and ask what the date is.</p> <p>I can say when my birthday is.</p> <p>I can ask when somebody's birthday is.</p>	<p>Regular verbs</p> <p>The children will understand better what personal/subject pronouns are. They will learn the concept of verb stems and endings. The children will conjugate easily and with clear understanding regular -er verbs like JOUER. They will select easily and with clear understanding regular -ir verbs like FINIR. They will also use with clear understanding regular -re verbs like VENDRE.</p> <p>I can work on becoming more familiar and confident using verbs in French.</p> <p>I can begin to understand the rules involved with regular verbs and getting used to using more than just the first person singular of a verb (the je/I form).</p>

Spring 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Les Animaux</p> <p>Children will name and begin to spell names of animals in French.</p> <p>I can remember how to count from 1 to 10 in French.</p> <p>I can tell you what each number out of sequence is in English.</p> <p>I can name at least five animals correctly.</p> <p>I can match all the animals in French to the correct picture.</p> <p>I can attempt to spell at least three animals correctly in French.</p>	<p>Presenting Myself</p> <p>Children will tell someone how they are feeling. They will count from 1-20. Children will say their name, their age, and where they live. They will also ask the same questions to another in French.</p> <p>I can tell somebody how I am feeling and ask them how they are feeling.</p> <p>I can count from 1-10 in French.</p> <p>I can count from 10 to 20.</p> <p>I can tell somebody my name and ask somebody their name.</p> <p>I can tell somebody my age and ask somebody their age.</p> <p>I can tell somebody where I live and ask somebody where they live.</p> <p>I can tell somebody where I am from.</p>	<p>Habitat</p> <p>The children will say and write the key elements that animals and plants need to survive. They will name the 5 most common types of habitats. Children will name an animal and a plant that live and grow in each type of habitat.</p> <p>I can continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat.</p> <p>I can learn to apply language skills that I have learned in my speaking and writing.</p> <p>I can write a sequence of short sentences.</p>	<p>My House</p> <p>Children will learn to say and spell the words for an apartment and a house (correctly using UN and UNE). They will learn to say what rooms they have and do not have in their home using the French phrases. They will use the connective word for “and” (et) to link two sentences together.</p> <p>I can say and spell the words for an apartment and a house (correctly using UN and UNE).</p> <p>I can say what rooms I have in my home using the phrase “Chez moi il y a...”</p> <p>I can say what rooms I do not have in my home starting with the phrase “Chez moi il n’y a pas de...”</p> <p>I can use the connective word for “and” (et) to link two sentences together.</p> <p>I can ask somebody to describe their home to me using the phrase “Décris-moi chez toi.”</p>

Spring 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Musical Instruments</p> <p>Children will name and begin to spell names of instruments in French.</p> <p>I can name at least five instruments correctly.</p> <p>I can match all the words for the instruments to their appropriate picture.</p> <p>I can attempt to spell at least three French instruments.</p> <p>I can say what instrument I play using Je joue...</p>	<p>House</p> <p>Children will say and spell the words for an apartment and a house (correctly using UN and UNE). They will learn to say what rooms they do and do not have in their home. Children will use the connective word for “and” (et) to link two sentences together.</p> <p>I can say and spell the words for an apartment and a house (correctly using UN and UNE).</p> <p>I can say what rooms I have in my home using the phrase “Chez moi il y a...”</p> <p>I can say what rooms I do not have in my home starting with the phrase “Chez moi il n’y a pas de...”</p> <p>I can use the connective word for “and” (et) to link two sentences together.</p> <p>I can ask somebody to describe their home to me using the phrase “Décris-moi chez toi.”</p>	<p>Family</p> <p>The children will consolidate how to say their name, age, where they live and count from 1 to 20. They will learn to say the words in French for mum, dad, brother, sister, grandfather and grandmother. They will also say the ages of various members of their family. Pupils will learn to count up in tens from 10 to 100 in French. They will remember and use the different words for "my" in French.</p> <p>I can remember how to say my name, age, where I live and count from 1 to 20.</p> <p>I can say the words in French for mum, dad, brother, sister, grandfather and grandmother.</p> <p>I can say the ages of various members of a/my family.</p> <p>I can count up in tens from 10 to 100 in French.</p>	<p>Weather</p> <p>Children will remember at least five phrases for the weather in French. They will translate these phrases correctly into English. Children will learn to ask what the weather is like today and reply in French. They will learn to describe what the weather is like in France by reading a French weather map.</p> <p>I can remember at least five phrases for the weather in French.</p> <p>I can translate these phrases correctly into English.</p> <p>I can ask what the weather is like today.</p> <p>I can tell you in French what the weather is like today.</p> <p>I can describe what the weather is like in France by reading a French weather map.</p>

					<p>I can remember and use the different words for "my" in French.</p> <p>I can talk about a/my family in French.</p>	
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Summer 1

			Les Fruit	Classroom	Do you have a pet?	The weekend
			<p>Children will name some fruits in French. They will begin to say what they do and do not like, plus ask someone else what they like in French.</p> <p>I can say at least 5 fruits (including the correct article) in French with accurate pronunciation.</p> <p>I can say I like at least one fruit in French.</p> <p>I can say I do not like at least one fruit in French.</p> <p>I can ask somebody what fruit they like in French using the question "Est-ce que tu aimes..?"</p>	<p>Children will name and spell classroom objects. They will follow classroom commands in French.</p> <p>I can name at least six classroom objects.</p> <p>I can spell correctly at least four classroom objects and tell you if they are "UN" or "UNE".</p> <p>I can tell you three things that I have in my pencil case.</p> <p>I can tell you three things that I do not have in my pencil case.</p> <p>I can follow three simple classroom commands when asked in French.</p>	<p>Children will say and spell at least four pets with the correct word for "a" in front (un or une). They will learn to say if they have a pet and what their pet is called. Children will use the connective 'but' to link two sentences together.</p> <p>I can say and spell at least four pets with the correct word for "a" in front (un or une).</p> <p>I can say I have a pet.</p> <p>I can say what my pet is called.</p> <p>I can ask somebody if they have a pet.</p> <p>I can tell somebody that I do not have a pet.</p>	<p>Children will tell the time in French using quarter past, half past and quarter to. They will say and write in French what we do at the weekend using two or more sentences. The children will learn to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p> <p>I can say and write what activities I do at the weekend.</p> <p>I can say what time I do them and whether you like them or not.</p> <p>I can use more conjunctions to create longer and more interesting reply.</p> <p>I can link ideas together and form an opinion.</p>

					I can use the connective but to link two sentences together.	
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Summer 2

			I can...	Romans	Clothes	Me in the World
			<p>Children will name and spell French verbs.</p> <p>I can name at least five common verbs.</p> <p>I can spell at least five verbs.</p> <p>I can match all ten verbs to their appropriate picture.</p> <p>I can say five activities that I am able to do using Je peux.</p>	<p>Children remember at least 3 key words from the story of Romulus and Remus, and name at least 3 of the key people in the history of the Roman Empire. They will say and spell the days of the week accurately. Children will name three things that the Romans invented. They will pretend to be a child in Roman times and say two things they might do during a typical day.</p> <p>I can remember at least 3 key words from the story of Romulus and Remus.</p> <p>I can name at least 3 of the key people in the history of the Roman Empire.</p> <p>I can say and spell the days of the week accurately.</p>	<p>The children will repeat from memory at least ten items of clothing in French. They can tell you the correct word for "a" in French for these items of clothing. They can also tell you the verb "PORTER" in French using all the different forms. The children will learn to say what they are wearing today and what a friend is. They will begin to tell you what you can wear in different weather or for school.</p> <p>I can repeat from memory at least ten items of clothing in French.</p> <p>I can tell you the correct word for "a" in French for these items of clothing.</p> <p>I can tell you the verb "PORTER" in French</p>	<p>The children will say and spell some of the different countries and the relative capital cities in the French-speaking world. They will find them on a map. The children will say and write about some key celebrations in the French speaking world. They will compare some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. The children will say and write something we do to help the planet.</p> <p>I can learn interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p> <p>I can work on longer pieces of writing about other countries and celebrations in the wider French-speaking world.</p> <p>I can use first person conjugation of the verb aller</p>

				<p>I can tell you three things that the Romans invented.</p> <p>I can pretend to be a child in Roman times and tell you two things I might do during a typical day.</p>	<p>using all the different forms.</p> <p>I can say what I am wearing today ... say what my friend next to me is wearing.</p> <p>I can tell you what I wear in different weather or for school.</p>	<p>(to go) je vais with the infinitive utilisier (to use) for the near future.</p>
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