

	Year 1	Year 2	LKS2	UKS2
Key phrases/words			Please and Thank you Hi, hello, goodbye Mr, Miss and Mrs There is or there are it is Love, hate, like, dislike. Feelings- good, bad, OK and great I would like because and	How much does that cost ? I am looking for... Days of the week Months of the year birthday For this reason also so/therefore favourite Adverbs of time- yesterday, then, tomorrow, afterwards, today, before, now
Questions			Understanding how inflection can change a statement into a question : Tu as sept ans ? Key questions How old are you ? How are you ?	Use inflection to ask a question : C'est tout ? and Et avec ça ? Key questions Can I help you ? What would you like ? What are you looking for ? When is your birthday ? What time is it ?
Progression of sentence construction			Children can read, write, hear and say whole words. Children can join up to two clauses together to create a compound or a complex sentence	Children continue to read, write, hear and say whole words and extend to multi-clausal sentences (compound and complex).

			<p>using conjunctions such as 'and' and 'because' (et and parce que)</p>	<p>Children extend multi clausal sentences further by adding extended noun phrases, adverbials and additional conjunctions (Pour la fête, aussi, mais)</p> <p>Children can read, write, speak and hear a short paragraph of French and translate this into English.</p>
Numbers			<p>Children can correctly hear, say, read and write numbers from 1-20 very confidently.</p> <p>Children can order numbers from 1-20 perfectly.</p> <p>Children understand the change between 16-19.</p> <p>The difference between 20 and 21 has also been discussed.</p> <p>The pattern understood in 17, 18 and 19 has been linked to the pattern between 20-40.</p>	<p>Children understand that between a multiple of 10 + 1 between 20-60 there is the addition of 'et' e.g. 40 et 1.</p> <p>Children understand the literal translation of 80 and the etymology of this number.</p> <p>Children understand that 70 is 60 + 10 and link this to their understanding of numbers 0-20.</p> <p>Children apply the same logic to 90-99</p>
Key Verbs			<p>s'appeler</p> <p>avoir-J'ai</p> <p>vouloir- voudrais</p> <p>manger</p>	<p>Chercher</p> <p>Porter- use the infinitive version of verbs (Je vais porter- I am going to wear)</p> <p>Mettre (Je vais mettre)</p> <p>Aller- je vais, tu vas, il/elle va, nous allons, vous allez and ils/elles vont.</p>

				Penser- Je pense que c'est
Grammar			<p>my- mon, ma, and mes your- ton and ta</p> <p>a- understand how it changes for feminine, masculine and plural.</p> <p>the- understand how it changes for feminine, masculine, plural and vowels.</p> <p>some- understand how it changes for feminine, masculine, plural and vowels.</p> <p>Know that adjectives change for masculine, feminine and plural nouns.</p> <p>Understand the position of adjective which refer to the look e.g. colour</p>	<p>Determiners as before : a, the and some and possessive determiners.</p> <p>Understand the difference of position which refer to the look and the size of a noun.</p> <p>Extend the understanding of adjectives for masculine, feminine and plural adjectives by extending the range of adjectives. Use a dictionary when the noun is a vowel and has been contracted.</p> <p>Extend compound and complex sentences with adverbials (Pour la fête,...)</p> <p>Understand how to change the preposition 'in' for masculine and feminine words (au/ à la)</p>
Intercultural understanding			<p>Understand the difference between the vowels in French and English.</p> <p>Understand the difference between the French meal times.</p>	<p>Understand the difference in capital letters between French and English words.</p> <p>Continue to make links between the French and English words e.g. les dents.</p>

			<p>Understand the difference between the French cuisine.</p> <p>Understand the formation of letters (cursive).</p> <p>Understand the currency used in France.</p> <p>Understand the origin of some English words are French e.g. cafe, bistro, restaurant</p>	<p>Continue the use of currency in autumn term.</p>
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