

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

## **French Curriculum**



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### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• Key stage 2: National Curriculum.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery” , Ofsted research review series Languages</li> <li>• Use of additional resources such as (but not limited to); Twinkl, The Oak Academy, BBC bitesize KS2,</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• French is the language we have chosen to teach for Modern Foreign Language.</li> <li>• French is taught to the children in Key Stage 2.</li> <li>• It is taught through a weekly session to each class.</li> <li>• Our scheme is planned predominantly using Twinkl</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Children need to develop the ability to speak in French, understand spoken French and to be able to write in French sentences.</li> <li>• The Knowledge is organised into the following areas: Listening and Speaking/Oracy, Reading and Writing/ Literacy, Stories, Songs, Poems and Rhymes. Grammar.</li> <li>• The knowledge in the French curriculum is intended to be progressive and is designed to not only build on prior learning but to ensure acquisition deliberately overlaps and is repetitive.</li> <li>• There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>• There is a planned skills progression document showing the skills the children will be taught throughout the key stage. They are organised into the same areas as the knowledge: Listening and Speaking/Oracy, Reading and Writing/ Literacy, Stories, Songs, Poems and Rhymes. Grammar.</li> <li>• In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.</li> </ul>
<p><b>MEANINGFUL START POINTS</b></p>	<ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life. “We are linguists”. They need to understand where the language is spoken and why it is important for them to learning it. They should relate it back to the English language or, if they speak other languages, to those that they speak.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In French each theme or topic should always start with “What languages do I speak?” ( and what vocabulary I know in my home language linked to a topic)</li> </ul>
<p><b>VOCABULARY AND LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>• Children should build a bank of French words – understanding meanings and then use in the correct context.</li> <li>• They should also understand how to build these in to sentences.</li> <li>• They will begin to understand word classes, tenses and grammar in French.</li> </ul>



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<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• To bring the learning alive the children should experience things first hand through experiences in school such as a French café, painting by numbers in French, having the opportunity to speak to a native French speaker face to face or online, linking with secondary schools' language departments etc.</li><li>• Further aspects of French can be developed through the use of technology e.g. translating larger texts, creating French posters etc.</li><li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- Events that are happening in France, French culture, links to other languages spoken in school/ by the community.</li><li>• Making the most of resources available- for example using children who speak different languages as an example to all, using staff who can speak French to support, access local secondary schools' languages departments.</li><li>• Using all of our senses to be fully immersed in learning and aid retention what can they hear, see, smell etc when learning.</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with the English language can access learning- try to use home language to support this</li><li>• Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about languages that can be learnt.</li><li>• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey for example- finding out more about France.</li><li>• Nurture ambitions and aspirations- talk about careers where the ability to speak in different languages can be useful.</li></ul>



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Knowledge and Skills Progression map

	Lower key stage 2	Upper key stage 2
<b>Listening and Speaking/Oracy</b>	<p><b>Children listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat modelled words;</li> <li>• listen and show understanding of single words through physical response;</li> <li>• repeat modelled short phrases;</li> <li>• listen and show understanding of short phrases through physical response.</li> </ul> <p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise a familiar question and respond with a simple rehearsed response;</li> <li>• ask and answer a simple and familiar question with a response;</li> <li>• express simple opinions such as likes, dislikes and preferences;</li> <li>• ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>Children listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>• listen and understand the main points from short, spoken material in French;</li> <li>• listen and understand the main points and some detail from short, spoken material in French.</li> </ul> <p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• engage in a short conversation using a range of simple, familiar questions;</li> <li>• ask and answer more complex questions with a scaffold of responses;</li> <li>• express a wider range of opinions and begin to provide simple justification;</li> <li>• converse briefly without prompts.</li> </ul>



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**Children speak in sentences, using familiar vocabulary, phrases and basic language structures.**

Children can:

- name objects and actions and may link words with a simple connective;
- use familiar vocabulary to say a short sentence using a language scaffold;
- speak about everyday activities and interests;
- refer to recent experiences or future plans.
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**Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.**

Children can:

- identify individual sounds in words and pronounce accurately when modelled;
- start to recognise the sound of some letter strings in familiar words and pronounce when modelled;
- adapt intonation to ask questions or give instructions;
- show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

**Children present ideas and information orally to a range of audiences.**

Children can:

- name nouns and present a simple rehearsed statement to a partner;
- present simple rehearsed statements about themselves, objects and people to a partner;

**Children speak in sentences, using familiar vocabulary, phrases and basic language structures.**

Children can:

- say a longer sentence using familiar language;
- use familiar vocabulary to say several longer sentences using a language scaffold;
- refer to everyday activities and interests, recent experiences and future plans;
- vary language and produce extended responses.

**Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.**

Children can:

- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation, for example to mark questions and exclamations.

**Children present ideas and information orally to a range of audiences.**

Children can:

- manipulate familiar language to present ideas and information in simple sentences;
- present a range of ideas and information, using prompts, to a partner or a small group of people;
- present a range of ideas and information, without prompts, to a



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- present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.

### **Children describe people, places, things and actions orally.**

Children can:

- say simple familiar words to describe people, places, things and actions using a model;
- say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- say one or two short sentences that may contain an adjective to describe people, places, things and actions.

partner or a group of people.

### **Children describe people, places, things and actions orally.**

Children can:

- say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- use a wider range of descriptive language in their descriptions of people, places, things and actions.



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### Reading and Writing/ Literacy

**Children read carefully and show understanding of words, phrases and simple writing.**

Children can:

- read and show understanding of familiar single words;
- read and show understanding of simple phrases and sentences containing familiar words.

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children can:

- use strategies for memorisation of vocabulary;
- make links with English or known language to work out the meaning of new words;
- use context to predict the meaning of new words;
- begin to use a bilingual dictionary to find the meaning of individual words in French and English.

**Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.**

Children can:

- identify individual sounds in words and pronounce accurately when modelled;
- start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- adapt intonation to ask questions;
- show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

**Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**

**Children read carefully and show understanding of words, phrases and simple writing.**

Children can:

- read and show understanding of simple sentences containing familiar and some unfamiliar language;
- read and understand the main points from short, written material;
- read and understand the main points and some detail from short, written material.

**Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.**

Children can:

- use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- use a bilingual dictionary to identify the word class;
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

**Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.**

Children can:

- read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation for example to mark questions and exclamations in a short, written passage.



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Children can:

- write single familiar words from memory with understandable accuracy;
- write familiar short phrases from memory with understandable accuracy;
- replace familiar vocabulary in short phrases written from memory to create new short phrases.

**Children describe people, places, things and actions in writing.**

Children can:

- copy simple familiar words to describe people, places, things and actions using a model;
- write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

**Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**

Children can:

- write a simple sentence from memory using familiar language;
- write several sentences from memory with familiar language with understandable accuracy;
- replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

**Children describe people, places, things and actions in writing.**

Children can:

- write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- use a wider range of descriptive language in their descriptions of people, places, things and actions.



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<p><b>Stories, Songs, Poems and Rhymes.</b></p>	<p><b>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul> <p><b>Children appreciate stories, songs, poems and rhymes in the language.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>join in with actions to accompany familiar songs, stories and rhymes;</li> <li>join in with words of a song or storytelling.</li> </ul>	<p><b>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul> <p><b>Children appreciate stories, songs, poems and rhymes in the language.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>follow the text of a familiar song or story;</li> <li>follow the text of a familiar song or story and sing or read aloud;</li> <li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>
<p><b><u>Grammar</u></b></p>	<p><b>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>recognise and use partitive articles;</li> </ul>	<p><b>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify word classes;</li> <li>demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>name and use a range of conjunctions to create compound sentences;</li> <li>use some adverbs;</li> </ul>



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| <ul style="list-style-type: none"><li>• name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li><li>• name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li><li>• use a simple negative form (ne... pas);</li><li>• show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li><li>• recognise and use the first person possessive adjectives (mon, ma, mes);</li><li>• recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li><li>• conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li><li>• use simple prepositions in their sentences;</li><li>• use the third person singular and plural of the verb 'être' in the present tense.</li></ul> | <ul style="list-style-type: none"><li>• demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li><li>• explain and use elision; state the differences and similarities with English;</li><li>• recognise and use the simple future tense of a high frequency verb; compare with English;</li><li>• recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li><li>• recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li><li>• recognise and use a range of prepositions;</li><li>• use the third person plural of a few high frequency verbs in the present tense;</li><li>• name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li><li>• recognise and use a high frequency verb in the perfect tense; compare with English;</li><li>• follow a pattern to conjugate a regular verb in the present tense;</li><li>• choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li></ul> |
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Subject Overview

This overview is set out into 3 different years A, B and C. The final year (C) being the main overview. As the children have missed key French vocabulary due to COVID, we need to fill the gaps. So have used A and B.

Year/ Term	Lower key stage 2	Upper key stage 2
Autumn Year A	<p><b>Getting to know you.</b> Saying Hello/Goodbye and introducing themselves. Say how they are feeling. Count to 10. Say their age.</p> <p><b>All About me</b> Understand simple classroom instructions Name body parts from a song Identify colours Name items of clothing</p>	<p><b>All around town</b> Name some cities in France and say typical amenities in towns. Say and order multiples of 10 Give a simple address in French Use a bilingual dictionary</p> <p><b>On the Move</b> Name some transport Use Je and Tu correctly Follow directions on a map Respond to simple instructions for direction and movement.</p>
Spring Year A	<p><b>Food Glorious Food</b> Follow a story and join in repeated parts Say what foods they like/dislike</p> <p><b>Family and Friends</b> Identify and introduce some of their relations Name some common pets Recognise rooms in their house</p>	<p><b>Gone Shopping</b> Listen and respond to different French vocabulary Answer questions Role play a shopper/shop keeper Greet and respond</p> <p><b>Where in the World?</b> Answer questions orally write an answer in a sentence Translate using a bilingual dictionary</p>



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<p><b>Summer Year A</b></p>	<p style="text-align: center;"><b>Our school</b> Learn school objects Understand and respond to simple instructions Answer questions in French</p> <p style="text-align: center;"><b>Time</b> Know and order the days of the week, months of the year. Count from 11-31 Say their birthday.</p>	<p style="text-align: center;"><b>What's the time?</b></p> <p style="text-align: center;">Say and write a sentence to tell the time using O'Clock Count in fives to 30. Understand avant and après</p> <p style="text-align: center;"><b>Holidays and Hobbies</b> Listen, answer and write sentences using holiday vocabulary. Present ideas orally.</p>

Year/ Term	Year 3	Year 4	Upper key stage 2
<p><b>Autumn Year B</b></p>	<p style="text-align: center;"><b>Getting to know you.</b> Saying Hello/Goodbye and introducing themselves. Say how they are feeling. Count to 10. Say their age.</p> <p style="text-align: center;"><b>All About me</b> Understand simple classroom instructions Name body parts from a song Identify colours Name items of clothing</p>	<p style="text-align: center;"><b>All around town</b> Name some cities in France and say typical amenities in towns. Say and order multiples of 10 Give a simple address in French Use a bilingual dictionary</p> <p style="text-align: center;"><b>On the Move</b> Name some transport Use Je and Tu correctly Follow directions on a map Respond to simple instructions for direction and movement.</p>	<p style="text-align: center;"><b>Getting to know you</b> Use prior knowledge Say a simple future sentence Say how they are feeling Follow a simple story Present information about themselves.</p> <p style="text-align: center;"><b>All about ourselves</b> Name parts of the body Use a simple description of their eyes and hair Place an adjective in a sentence correctly Use a small number of everyday verbs Make simple statements in the third person Understand emotion/health words.</p>



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<p><b>Spring Year B</b></p>	<p><b>Food Glorious Food</b> Follow a story and join in repeated parts Say what foods they like/dislike</p> <p><b>Family and Friends</b> Identify and introduce some of their relations Name some common pets Recognise rooms in their house</p>	<p><b>Gone Shopping</b> Listen and respond to different French vocabulary Answer questions Role play a shopper/shop keeper Greet and respond</p> <p><b>Where in the World?</b> Answer questions orally write an answer in a sentence Translate using a bilingual dictionary</p>	<p><b>That's tasty</b> Write an answer in a sentence using a modelled sentence Take part in role play using key phrases taught.</p> <p><b>Family and Friends</b> Join in traditional songs and rhymes Recognise rhyming sounds Use 1<sup>st</sup> person possessive adjectives confidently Introduce family members Say what type of home they live in and name items inside give a simple opinion about an animal or an object</p>
<p><b>Summer Year B</b></p>	<p><b>Our school</b> Learn school objects Understand and respond to simple instructions Answer questions in French</p> <p><b>Time</b> Know and order the days of the week, months of the year. Count from 11-31 Say their birthday.</p>	<p><b>What's the time?</b> Say and write a sentence to tell the time using O'Clock Count in fives to 30. Understand avant and après</p> <p><b>Holidays and Hobbies</b> Listen, answer and write sentences using holiday vocabulary. Present ideas orally.</p>	<p><b>School Life</b> Listen, answer and write sentences using school vocabulary. Have a conversation with a partner</p> <p><b>Time Travelling</b> recognise number words say numbers larger than 100 recongise and say dates</p>



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Year/ Term	Year 3	Year 4	Year 5	Year 6
<b>Autumn Year C</b>	<p><b>Getting to know you.</b> Saying Hello/Goodbye and introducing themselves. Say how they are feeling. Count to 10. Say their age.</p> <p><b>All About me</b> Understand simple classroom instructions Name body parts from a song Identify colours Name items of clothing</p>	<p><b>All around town</b> Name some cities in France and say typical amenities in towns. Say and order multiples of 10 Give a simple address in French Use a bilingual dictionary</p> <p><b>On the Move</b> Name some transport Use Je and Tu correctly Follow directions on a map Respond to simple instructions for direction and movement.</p>	<p><b>Getting to know you</b> Use prior knowledge Say a simple future sentence Say how they are feeling Follow a simple story Present information about themselves.</p> <p><b>All about ourselves</b> Name parts of the body Use a simple description of their eyes and hair Place an adjective in a sentence correctly Use a small number of everyday verbs Make simple statements in the third person Understand emotion/health words.</p>	<p><b>Let's visit a French Town</b> Listen to and join in a song Recognise key words and phrases and respond Listen for familiar vocab Identify places in a French town</p> <p><b>Let's go shopping</b> Write an answer in a sentence using a modelled sentence Take part in role play using key phrases taught. Write money in French. Greet and respond.</p>
<b>Spring Year C</b>	<p><b>Food Glorious Food</b> Follow a story and join in repeated parts Say what foods they like/dislike</p>	<p><b>Gone Shopping</b> Listen and respond to different French vocabulary Answer questions</p>	<p><b>That's tasty</b> Write an answer in a sentence using a modelled sentence Take part in role play using key phrases taught.</p>	<p><b>This is France</b> Listen, answer and write sentences using vocabulary about France.</p>



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	<p><b>Family and Friends</b> Identify and introduce some of their relations Name some common pets Recognise rooms in their house</p>	<p>Role play a shopper/shop keeper Greet and respond</p> <p><b>Where in the World?</b> Answer questions orally write an answer in a sentence Translate using a bilingual dictionary</p>	<p><b>Family and Friends</b> Join in traditional songs and rhymes Recognise rhyming sounds Use 1<sup>st</sup> person possessive adjectives confidently Introduce family members Say what type of home they live in and name items inside give a simple opinion about an animal or an object</p>	<p>Have a conversation with a partner Write numbers in words which are multiples of 10. Describe position using 4 compass points.</p>
Summer Year C	<p><b>Our school</b> Learn school objects Understand and respond to simple instructions Answer questions in French</p> <p><b>Time</b> Know and order the days of the week, months of the year. Count from 11-31 Say their birthday.</p>	<p><b>What's the time?</b> Say and write a sentence to tell the time using O'Clock Count in fives to 30. Understand avant and après</p> <p><b>Holidays and Hobbies</b> Listen, answer and write sentences using holiday vocabulary. Present ideas orally.</p>	<p><b>School Life</b> Listen, answer and write sentences using school vocabulary. Have a conversation with a partner</p> <p><b>Time Travelling</b> recognise number words say numbers larger than 100 recognise and say dates</p>	<p><b>All in a day</b> Say and write a sentence to say the time – O'clock and half past. Understand terms using for a.m. and p.m. Tell the time in 24 hour Read and interpret timetables in 24 hour times.</p>