

# St Peter's Church of England Primary School

## French Curriculum: Topics, Coverage and Objectives



### Key Stage Two

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing<sup>3</sup>
- 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.

		Year 3	Year 4	Year 5	Year 6
A U T U M N  T E R M	<b>Topic in Autumn 1</b>	<b>(Unité essentielle 1)</b>	<b>Playtime (La récréation)</b>	<b>On Holiday (En vacances)</b>	<b>Actions (Les actions)</b>
	<b>Links to Prior and Future Learning:</b>	<p><i>This unit gives children an introduction to the French language. It includes some basic vocabulary which will enable them to count up to 10 and introduce themselves in French. As well as talking about themselves, children will learn to introduce their immediate family in French. The unit ends with a simple story which recaps some of the vocabulary from the unit as a whole.</i></p> <p><i>*No prior knowledge needed.</i></p>	<p><i>Unit D teaches vocabulary related to playtime. It's a fun unit that can be used to introduce French-speaking playtime games, such as "Jacques a dit". The song lesson involves a traditional French playtime song, which has actions to make it more engaging for pupils. Children will learn how to talk about their favourite playground games, and where they like to play. The unit ends with a story about a group of children and the games they play.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• "J'aime..."</li> <li>• Using "c'est"</li> <li>• "Qu'est-ce que c'est?"</li> </ul>	<p><i>Unit J covers the vocabulary needed to describe where pupils are going on holiday, where they're staying and how long they're staying. It also includes a variety of attractions they might encounter on holiday. This unit gives more advanced pupils the chance to develop their grammar skills by learning about the perfect past tense.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Countries</li> <li>• Numbers</li> <li>• Using "il y a..."</li> </ul>	<p><i>This unit is all about actions. It begins with a song about looking for a pirate, which includes some useful prepositions. During the course of the unit, pupils will learn a selection of common verbs and how to use them with some simple adverbs. The unit also includes vocabulary associated with craft activities and treasure hunts. The final lesson contains a fun story about a pirate who is looking for some treasure.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Familiarity with the perfect past tense in French</li> </ul>
	<b>Skills Progression:</b>	<ul style="list-style-type: none"> <li>• Be able to greet each other confidently, and introduce themselves and their family.</li> <li>• Understand the numbers 1-10 and use them to say how old they are.</li> <li>• Understand and respond to some simple questions and instructions.</li> <li>• Recognise some words in their written form and pronounce them accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out familiar words and phrases from a spoken sentence.</li> <li>• Say and write a few sentences about themselves in the first person from memory.</li> <li>• Prepare and present some basic instructions for a playground game.</li> <li>• Recite some verses of a song from memory.</li> <li>• Use knowledge of French phonics to spell some simple words correctly.</li> <li>• Express opinions using basic sentences.</li> <li>• Follow and understand the majority of a written text when listening to it read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use some basic holiday vocabulary in spoken and written sentences.</li> <li>• Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help.</li> <li>• Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure.</li> <li>• Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise past tense verbs and say some perfect past tense sentences.</li> <li>• Understand and use some of the adverbs from the unit.</li> <li>• Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions.</li> <li>• Develop knowledge of sentences in French and use model sentences to make new ones.</li> </ul>
	<b>Topic in Autumn 2</b>	<b>(Unité essentielle 2)</b>	<b>My Home (Chez moi)</b>	<b>Eating Out (Sortir diner)</b>	<b>In France (En France)</b>
	<b>Links to Prior and Future Learning:</b>	<p><i>* This unit builds on the content covered in Core Unit 1. It introduces days of the week, colours and numbers 11-20. As children learn more numbers and colours, it will enable them to start describing objects around them. Lesson 4 introduces the French names for a selection of countries,</i></p>	<p><i>Unit E supplies pupils with the vocabulary they need in order to say where they live. By the end of the unit, they'll have learned all of the vocabulary they need to give details about a variety of rooms and furniture. Lesson 5 introduces basic verbs associated with the daily routine, in the first person. Pupils will be able to do activities to recap colours</i></p>	<p><i>This unit includes vocabulary and conversations linked with eating out and buying food. Pupils will learn how to order food and drinks in cafés and restaurants, as well as how to ask for a table. They will also have the opportunity to practise some of the numbers covered in the Core Units by</i></p>	<p><i>This unit is all about France — it introduces pupils to some French foods, the location of some French cities and some popular tourist attractions in Paris. The unit begins with the traditional French song "Sur le pont d'Avignon" ("On the Bridge of Avignon"), and ends with a recipe for a popular French snack — the croque-monsieur. Pupils will</i></p>

# St Peter's Church of England Primary School

## French Curriculum: Topics, Coverage and Objectives

		and the likes and dislikes in Lesson 5 will enable children to start giving their opinions in French. <u>Useful Prior Knowledge</u> •Greetings •Numbers 1-10	and numbers as well as learning new vocabulary in this unit. <u>Useful Prior Knowledge</u> •Using "c'est" •Using "il y a" •Colours and numbers	asking how much things cost and talking about different weights of fruit and veg. <u>Useful Prior Knowledge</u> •Numbers •Pronouns "il" and "elle" •"S'il vous plaît" and "merci" •Familiarity with the euro symbol (€) •Familiarity with money in English	also learn how to say the points of the compass, how to say some more past tense verbs and how to discuss which countries speak French. <u>Useful Prior Knowledge</u> •The different meanings of the pronoun "on". •Familiarity with the points of the compass in English •Numbers •Understanding basic cooking instructions
	<b>Skills Progression:</b>	<ul style="list-style-type: none"> <li>•Recognise the days of the week.</li> <li>•Name a variety of colours.</li> <li>•Understand numbers up to 20, including out of sequence.</li> <li>•Be able to express simple likes and dislikes using the first person.</li> <li>•Recognise a negative sentence when they hear it.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify a given sound most times it appears when listening to a song.</li> <li>•Recognise some familiar words and phrases in a spoken story.</li> <li>•Use numbers and colours in descriptions.</li> <li>•Say and write from memory several sentences about where they live and their daily routine, with good pronunciation.</li> <li>•Respond to a spoken question with a written answer in a full sentence.</li> <li>•Confidently say sentences where the word order differs to English.</li> <li>•Be able to give the gender of a noun from its article.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions.</li> <li>•Recognise subject pronouns, and use "il" and "elle" with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory.</li> <li>•Perform a short role-play, using and adapting sentence structures from the unit.</li> <li>•Use formal language, e.g. the "vous" form, in appropriate situations, e.g. to a restaurant customer.</li> </ul>	<ul style="list-style-type: none"> <li>•Build sentences in the perfect past tense about what they have eaten using a model to help.</li> <li>•Follow and understand the main points and some of the detail from the recipe.</li> <li>•Prepare and present a short presentation with little or no help.</li> <li>•Take part in oral activities with little help.</li> <li>•Ask questions unprompted in the second person singular using the correct intonation.</li> <li>•Recognise and understand that "on" has several meanings in French.</li> </ul>
	Spring 1	Year 3	Year 4	Year 5	Year 6
	<b>Topic in Spring 1</b>	<b>(Unité essentielle 3)</b>	<b>My Town (Ma ville)</b>	<b>Hobbies (Les passe-temps)</b>	<b>Family (La famille)</b>
S P R I N G	<b>Links to Prior and Future Learning:</b>	<i>This is the final of the three introductory units. This unit covers parts of the body, numbers 21 to 31, items of clothing and months of the year. The unit begins with the French version of "Head, Shoulders, Knees and Toes" — this familiar song makes learning French body parts fun for the children and should give them extra confidence when singing along. By the end of this unit, children should be able to count up to 31 and tell each other when their birthday is.</i> <u>Useful Prior Knowledge</u> •French numbers up to 20 •The song "Head, Shoulders, Knees and Toes" •The tune of "Happy Birthday to You"	<i>This unit is about what you can see in your town. It covers some common town buildings as well as directions and some handy shopping vocabulary. They will learn how to ask for items in French and how to ask how much something costs. The unit ends with a story about a shopping trip which ties together some of the vocabulary from throughout the unit.</i> <u>Useful Prior Knowledge</u> •Familiarity with the euro symbol (€) •Numbers •Familiarity with money in English •"Il y a..." •Confidence with giving directions in English	<i>Unit 1 introduces vocabulary needed to talk about hobbies. It recaps the use of "j'aime" ("I like") followed by nouns and infinitives, and builds on knowledge of negative sentences. The story in Lesson 6 combines vocabulary from the unit, and recaps days of the week from Core Unit 2.</i> <u>Useful Prior Knowledge</u> •Using "j'aime" •Making basic negative sentences •Using "c'est..."	<i>This unit is about family, and builds on the family vocabulary from Core Unit 1, Lesson 5. As well as introducing vocabulary for some extended family members, the unit covers how to talk about household tasks and family-based weekend activities. The lessons in this unit include sentences in the present and past tenses. The final lesson is a version of the traditional fairy tale "Cinderella", which includes vocabulary from previous lessons in this unit.</i> <u>Useful Prior Knowledge</u> •Numbers •Knowledge of the traditional fairy tale "Cinderella"
	<b>Skills Progression:</b>	<ul style="list-style-type: none"> <li>•Sing and do the actions to a French song with little help.</li> <li>•Understand several parts of the body when they're spoken.</li> <li>•Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately.</li> <li>•Respond to a simple question by saying what month their birthday is in.</li> <li>•Recognise plural nouns when listening to or reading vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand and be able to give simple directions to town buildings.</li> <li>•Say and write from memory a few sentences about where they live.</li> <li>•Be able to recognise some French prices with minimal aid.</li> <li>•Read part of a story aloud to the class, with some support.</li> <li>•Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>•Express their likes and dislikes, and use "tu" to ask others for their opinion in a short conversation.</li> <li>•Read the unit's story aloud and recognise and understand some of its key points without reading the English text.</li> <li>•Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted.</li> <li>•Recognise the difference between "le"/"la" and "un"/"une" in the context of the unit and apply them to nouns with little help.</li> <li>•Understand and recognise some irregular plural nouns in French.</li> </ul>	<ul style="list-style-type: none"> <li>•Talk and write about what they have done using the perfect past tense with little help.</li> <li>•Identify third person plural forms of common verbs in the present tense, with little help.</li> <li>•Understand the difference between the two different second person subject pronouns — "tu" and "vous" — and use them appropriately.</li> <li>•Use words and sentence structures from the unit to create new sentences with little help</li> </ul>
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# St Peter's Church of England Primary School

## French Curriculum: Topics, Coverage and Objectives

Topic in Spring 2		Animals (Les animaux)	Describing People (Décrire les gens)	A school trip (Une excursion scolaire)	A Weekend with Friends (Un weekend avec des amis)
<b>Links to Prior and Future Learning:</b>		<p><i>This unit is all about animals — introducing and describing them. Children will learn how to say the names of animal homes, such as “kennel” and “burrow” in French. They’ll also become familiar with some useful prepositions and learn how to ask where something or someone is. The unit ends with a story about a mouse who meets a selection of different animals in different locations — by this stage, the children will be familiar with the majority of the vocabulary in the story.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•The nursery rhyme “Old MacDonald had a Farm”</li> <li>•The game ‘Charades’</li> </ul>	<p><i>This unit is all about describing people. The children will learn how to describe themselves and others, referring to both physical characteristics and personality traits. Describing their friends helps them practise using the pronouns “he” and “she” and talking in the third person. In this unit, children will learn a variety of new adjectives, and will learn how standard adjectives change to agree with the nouns that they describe. They will learn how to describe what they’re wearing using the clothing vocabulary from Core Unit 3, Lesson 4.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•“oui” and “non”</li> <li>•Basic French colours</li> </ul>	<p><i>This unit is all about school trips. It introduces vocabulary to talk about the journey, including the French version of “The Wheels on the Bus”, and words associated with trips to a museum and the countryside. The unit includes sentences in both the present and future tenses, giving pupils the opportunity to learn new sentence structures.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•Numbers 1–5</li> <li>•“The Wheels on the Bus” song</li> <li>•Colours</li> </ul>	<p><i>This unit will give pupils the opportunity to talk about activities that they like to do with their friends. They will learn how to invite others to join in with activities, and Lesson 5 teaches pupils a selection of useful replies that they can use when somebody asks them if they’d like to do something. Pupils will also learn some vocabulary related to sleepovers and midnight feasts, which ties in with the funny story about a sleepover in Lesson 6.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•Understand that French adjectives have masculine and feminine versions</li> </ul>
<b>Skills Progression:</b>		<ul style="list-style-type: none"> <li>•Speak clearly and confidently when responding to simple questions.</li> <li>•Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don’t understand something.</li> <li>•Repeat a simple sentence from memory.</li> <li>•Write short, simple sentences in response to written and spoken questions.</li> <li>•Read along with a rhyme with the class.</li> <li>•Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise and use singular subject pronouns and the present tense singular forms of some common verbs.</li> <li>•Grasp the concept that some sentence structures differ in French.</li> <li>•Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation.</li> <li>•Use the correct articles with plural nouns when prompted.</li> <li>•Write some simple French sentences to give a summary of a character from a story.</li> </ul>	<ul style="list-style-type: none"> <li>•Identify the difference between “mon”, “ma” and “mes” in the French story text.</li> <li>•Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</li> <li>•Recognise the future tense with little help.</li> <li>•Say and write about what they do and don’t like to do in the context of school trips.</li> <li>•Join in with the unit’s song, pronouncing all the words clearly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand the main points, and some detail, of the unit’s story in written form.</li> <li>•Develop and present a simple role-play with little help, adapting some of the Question and Answer screen sentences as appropriate.</li> <li>•Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with little help.</li> <li>•Take part in a continuous conversation involving longer sentences and opinions.</li> </ul>
		Year 3	Year 4	Year 5	Year 6
Topic in Summer 1		Food (La nourriture)	The Body (Le corps)	Seasons (Les saisons)	The future (Le future)
<b>Links to Prior and Future Learning:</b>		<p><i>This unit is all about food — both eating it and preparing it. The unit builds up to a traditional French recipe — “Le pain perdu” (“French toast”) — which you could make with the class if you have cooking facilities at your school. Children will also learn the names of some foods, including fruit and veg, cutlery and cooking ingredients. They will learn how to say which foods they like and dislike, and to say what they are eating.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•Greetings for use in role play</li> <li>•ne... pas</li> <li>•Numbers and colours for some of the activities</li> </ul>	<p><i>Unit H builds on the body vocabulary that pupils have already learned in Core Unit 3. Pupils will learn the parts of the face in French, as well as saying what hurts. First person verbs are introduced in the song in Lesson 2, which is linked to the body vocabulary. Lessons 4 and 5 will familiarise pupils with traditional characters and locations from fairy tales, which will help them understand the story of Little Red Riding Hood in Lesson 6.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•Using “c’est”</li> <li>•The song “Tête, épaules, genoux et pieds” from Core Unit 3</li> <li>•Parts of the body</li> <li>•The game ‘Charades’</li> <li>•The traditional fairy tale “Little Red Riding Hood”</li> </ul>	<p><i>Unit N covers vocabulary about the four seasons, and activities that might be done during these times of year. Pupils will also learn how to say the date, which is useful for a variety of situations. The unit rounds off with some useful arts and crafts vocabulary, and instructions in French for how to make a lantern for Chinese New Year.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•The seasons in English</li> <li>•“Qu’est-ce que c’est?”</li> <li>•Colours</li> </ul>	<p><i>This unit gives pupils the opportunity to learn how to use the future tense to talk about what they are going to do. They should begin to understand how the future tense is formed using “aller” (“to go”), and how to use it in third person sentences. Lesson 4 teaches pupils how to form comparisons in French by getting them to compare some fairy tale characters. They will also learn some adjectives that they can use to describe how they are feeling which builds on Core Unit 1, Lesson 2 — “How are you?”.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>•Understanding of the future tense in English</li> <li>•The traditional fairy tale “The Three Billy Goats Gruff”</li> </ul>
<b>Skills Progression:</b>		<ul style="list-style-type: none"> <li>• Give a full sentence spoken answer to a written question.</li> <li>•Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.</li> <li>•Ask and answer questions, including asking for and giving opinions.</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to identify the gender of a noun from its article when listening and reading.</li> <li>•Use the correct article with some common nouns when speaking and writing.</li> <li>•Recite a simple French rhyme from memory, with some verbal or visual prompts.</li> <li>•Describe things using simple adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand the meaning of the pronoun “on” in sentences relating to the date.</li> <li>•Respond to questions requiring a more complex opinion, using sentence models from the lesson.</li> <li>•Understand a set of French instructions to make a Chinese lantern with little help.</li> </ul>	<ul style="list-style-type: none"> <li>•Change simple adjectives appropriately to match the gender and number of the noun.</li> <li>•Form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question and Answer screens as prompts.</li> <li>•Write and perform a role-play, incorporating basic future tense sentences.</li> </ul>

# St Peter's Church of England Primary School

## French Curriculum: Topics, Coverage and Objectives

	<ul style="list-style-type: none"> <li>• Say what they would like, using a common verb in the first person.</li> <li>• Be able to prepare and recite a few sentences using vocabulary from the unit.</li> <li>• Write some vocabulary from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently recognise and identify different subject pronouns when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use adjectives, understanding that they need to change according to a noun's gender and number.</li> <li>• Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the effect of certain words in the unit's story when prompted.</li> </ul>
<b>Topic in Summer 2</b>	<b>At School (À l'école)</b>	<b>Sport (Le sport)</b>	<b>The Environment (L'environnement)</b>	<b>Jobs (Les métiers)</b>
<b>Links to Prior and Future Learning:</b>	<p><i>Unit C introduces vocabulary that will enable pupils to talk about their school day and favourite subjects. Children will learn to talk about how they travel to school, become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case. Lesson 4 deals with telling the time in French, which can be used in many other units too. The unit ends with a story that draws on some of the vocabulary learned in the unit's lessons.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Numbers 1-12 for telling the time</li> <li>• "Il y a..."</li> <li>• Using "voici" to introduce a noun</li> </ul>	<p><i>This unit is all about sport — playing and watching it. Children will learn how to say a number of popular sports in French, and how to talk about which sports they play, like and are able to do. They will also learn some vocabulary to talk about what they might see at a football or tennis match. Lesson 5 enables them to practise both positive and negative responses. The story in Lesson 6 combines vocabulary from the whole unit and can be used as part of a revision lesson.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• "ne... pas"</li> <li>• The meaning of the verb "aimer"</li> </ul>	<p><i>This unit is all about the environment and it begins with a song about the weather. Pupils will learn how to talk about what they like to do in the garden and about the creatures that live there. They will also learn some useful vocabulary linked to rubbish and recycling. The final lesson of the unit is a story which draws together vocabulary from throughout the unit.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Familiarity with food chains</li> <li>• Making negative sentences using "ne" and "pas"</li> <li>• "Il y a..."</li> </ul>	<p><i>This unit is all about jobs. Lesson 1 includes a song about wanting to be an astronaut and a conversation structure which pupils can use to say what they would like to do as a job. Pupils will also learn how to say a selection of job titles and workplaces. The unit includes a lesson about what can be seen from a space station as well as a lesson which introduces vocabulary associated with a fire station. The final lesson of the unit contains a story about a firefighter called Paul.</i></p> <p><u>Useful Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Familiarity with the future tense in French</li> <li>• Colours</li> </ul>
<b>Skills Progression:</b>	<ul style="list-style-type: none"> <li>• Respond to simple questions using sentence models from the lesson.</li> <li>• Confidently use number vocabulary from previous lessons to say what time it is.</li> <li>• Ask simple questions learnt in the unit.</li> <li>• Pronounce vocabulary accurately including the definite or indefinite article.</li> <li>• Write some singular nouns with their article.</li> <li>• Recognise and pronounce correctly words with common French sounds.</li> <li>• Read along with the text of a French story.</li> <li>• Identify specific sounds in a song.</li> <li>• Recognise if nouns are singular or plural based on their article..</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the gender of a noun in a sentence when listening to it.</li> <li>• Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play.</li> <li>• Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words.</li> <li>• Follow a model to write sentences in the first person using common verbs.</li> <li>• Become increasingly confident in recognising and understanding French sentences with different word orders.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy.</li> <li>• Use the third person singular form of the present tense to describe what an animal eats.</li> <li>• Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help.</li> <li>• Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, say and write most of the unit's job titles with their correct articles.</li> <li>• Identify the future tense with little help.</li> <li>• Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.</li> <li>• Change regular singular nouns into their plural forms with little help.</li> </ul>