



## **Birklands French Scheme of Learning**

At Birklands, we aim to ensure that our children develop into well-rounded individuals who have developed ambitious subject knowledge within their language learning. The teaching of languages to early learners is now widely recognised as a significant contributory factor in improving literacy, building self-confidence and broadening cultural horizons. Through this scheme of learning, we will ensure that the learning is progressive, enabling children to build on their prior learning and apply this learning to different contexts. This scheme of learning will be monitored through planning scrutinies, book dialogues and learning walks.

Our chosen scheme (PlanIt French) offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their knowledge and skills. PlanIt French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of PlanIt French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

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.

Year 3 Knowledge	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• say hello and goodbye</li> <li>• introduce themselves</li> <li>• say if they are feeling good/bad/so-so</li> <li>• count to 10</li> <li>• say how old they are</li> <li>• use different greetings for different situations</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognise there is a difference between formal and informal language</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• give and respond to simple classroom instructions appropriately</li> <li>• name parts of the body from a song</li> <li>• identify colours</li> <li>• name items of clothing</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• say that un/une relate to masculine &amp; feminine nouns</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• say what foods from a set they like/dislike</li> <li>• describe the colour or size of an object</li> <li>• ask politely for something</li> <li>• modify a colour adjective</li> <li>• respond appropriately to a polite request</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognise the correct determiner depending on gender/number</li> <li>• select adjectives based on gender/number of nouns</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• identify and introduce some of their relations</li> <li>• name some common pets</li> <li>• recognise some rooms in their home</li> <li>• consider whether nouns are masculine or feminine</li> <li>• make new sentences by substituting other vocabulary appropriately</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use masculine/feminine articles and possessive pronouns</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding with actions</li> <li>• write sentences converting le/la to un/une</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• from memory, begin to know if nouns from the topic are masculine or feminine</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• say and order the days of the week</li> <li>• say and order the months of the year</li> <li>• count on from 11-31</li> <li>• say their own birthday</li> <li>• recognise how some larger numbers are made by combining words for smaller numbers</li> <li>• ask other people for their birthday</li> <li>• say today's date</li> <li>• identify the correct language for 'yesterday' and 'tomorrow'</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use simple past and present tenses</li> </ul>

## Year 3 Skills

### Oracy

- Enjoy listening to and speaking in the language
- Listen and respond to familiar spoken words, phrases and sentences
- Communicate with others using simple words and phrases and short sentences
- Use correct pronunciation in spoken work
- Ask and answer simple questions for each topic area

### Literacy

- Recognise some familiar words and phrases in written form
- Read aloud in chorus, with confidence and enjoyment, from a known text
- Follow a story and join in the repeated parts
- Write some familiar simple words using a model
- Read and write some familiar words from memory
- Use a dictionary/the internet to develop topic vocabulary further
- Use vocabulary they have learnt elsewhere to develop their sentences
- Order sentences correctly
- Make a range of simple statements by substituting vocabulary
- Predict a repeated phrase

### Intercultural Understanding

- Appreciate the diversity of languages spoken within their school
- Talk about the similarities and differences of social conventions between different cultures
- Identify the country or countries where the language is spoken
- Have some contact with the country/countries
- Recognise a children's song, rhyme or poem well-known to native speakers

Year 4 Knowledge	<b>All Around Town</b>	<b>On the Move</b>	<b>Gone Shopping</b>	<b>Where in the World</b>	<b>What's the time?</b>	<b>Holidays and Hobbies</b>
	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• name some of the major cities of France</li> <li>• identify and say typical amenities to be found in French towns</li> <li>• say and order multiples of ten</li> <li>• ask and give a simple address in French</li> <li>• locate some of France's key cities</li> <li>• say in French what amenities or features are found in their own town</li> <li>• use multiples of ten and number operations to do simple calculations</li> <li>• describe (in English) some features of the major cities</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• describe their own or a French city in terms of the</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• name some types of transport</li> <li>• use Je... and Tu... correctly in a simple sentence</li> <li>• respond to simple instructions for direction and movement</li> <li>• follow simple directions to find a place on a map</li> <li>• use the correct article to precede a noun according to gender</li> <li>• use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun</li> <li>• give and respond to simple movement/direction instructions</li> <li>• give simple directions by substituting vocabulary as necessary</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• Take part in role play as a shopper/ shopkeeper, speaking in French</li> <li>• Greet and respond</li> <li>• Choose the correct form when changing le to du; la to de la and les to des</li> <li>• Use adjectives (colours) and place them after the noun</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Change adjectives to feminine when needed</li> <li>• Use the appropriate form for 'at' (au or à la)</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>because a continent is always feminine the preposition 'en' is always used for 'in'</li> <li>• use the correct masculine/feminine preposition</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use pronouns to replace the name of an animal</li> <li>• combine two simple sentences to form a compound sentence</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• say and write a sentence to tell the time (o'clock)</li> <li>• count in fives to at least 30</li> <li>• understand and use the terms avant and après</li> <li>• answer questions about a TV schedule</li> <li>• say and write a sentence to tell the time (o'clock and half past)</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)</li> <li>• devise questions about a TV schedule</li> </ul>	<p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• choose the correct preposition: en for feminine countries, au for masculine countries</li> <li>• choose whether the mode of transport needs en or à</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use third person plural conjugation of a verb</li> <li>• use the correct possessive adjective for a family member (ma, mon or mes)</li> </ul>

	<p>amenities found there</p> <ul style="list-style-type: none"><li>• count with confidence to 100 and do simple calculations</li></ul>	<ul style="list-style-type: none"><li>• follow simple directions to find a place on a map</li></ul> <p>Ambitious Knowledge:</p> <ul style="list-style-type: none"><li>• talk about types of transport in full sentences</li><li>• use correct subject/verb agreement for all parts of the verb 'to go'</li><li>• recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'</li><li>• give and respond to a sequence of movements</li><li>• give 2-step directions by substituting vocabulary as necessary</li><li>• follow 2-step direction instructions for finding places on a map</li></ul>				
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## Year 4 Skills

### Oracy

- Listen to and identify words and short phrases
- Listen and respond to topic vocabulary
- Answer questions using the topic vocabulary
- Communicate by asking and answering a wider range of questions
- Memorise and present a short text
- Hold a short dialogue about a given topic
- Present ideas and information orally to a range of audiences

### Literacy

- Read familiar written phrases
- Follow a short text while listening and reading, saying some of the text
- Read a wider range of words, phrases and sentences aloud
- Write some familiar words and phrases independently
- Write an answer in a sentence using the topic vocabulary
- Locate the correct part of a bilingual dictionary to translate from French-English or vice versa
- Suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary

### Intercultural Understanding

- Talk about celebrations of which they have experience
- Compare aspects of everyday life at home and abroad
- Identify similarities in traditional stories

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5 Knowledge</b></p>	<p><b>Getting to Know You</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• say a simple future sentence</li> <li>• give an intention for the immediate future</li> <li>• use body language or gesture to help understand</li> <li>• say how they are feeling</li> <li>• recognise the difference between English and French future tenses</li> <li>• ask how to spell a word in French</li> <li>• name the accents on French alphabet letters</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use the terms auxiliary and infinitive verb</li> <li>• spell out words using the correct letter names, including accents</li> <li>• explain how adjectives are different depending</li> </ul>	<p><b>All About Ourselves</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• name some parts of the body</li> <li>• give a simple description of their eyes and hair</li> <li>• place the adjective correctly in a simple sentence</li> <li>• use a small number of everyday verbs in simple dialogues</li> <li>• make simple statements in the third person</li> <li>• match emotion/health words with their pictures</li> <li>• name facial features</li> <li>• extend a description using a conjunction and further adjectives</li> <li>• make noun/adjective combinations 'agree' according to gender and number, in pronunciation</li> </ul>	<p><b>That's Tasty</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• take part in a role play using the key phrases studied</li> <li>• interpret a chart written in French</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use the correct masculine, feminine or plural form of adjectives</li> <li>• use the correct masculine or feminine form for 'some'</li> </ul>	<p><b>Family and Friends</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• recognise rhyming sounds</li> <li>• use 1st person possessive adjectives confidently and recognise that third person is different</li> <li>• introduce family members</li> <li>• say what sort of home they live in and name items inside</li> <li>• give a simple opinion about a named animal or object</li> <li>• respond appropriately to the meaning of songs/ rhymes</li> <li>• suggest other rhyming words to extend a set</li> <li>• differentiate between first and third person possessive adjectives and verbs</li> <li>• describe their home by size and say where items can be found</li> <li>• give a variety of opinions</li> </ul>	<p><b>School Life</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• use the pronouns 'il' and 'elle' to replace a person's name</li> <li>• use a comparative adverb</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• use the pronouns 'ils' and 'elles' to replace two people's names</li> </ul>	<p><b>Time Travelling</b></p> <p>By the end of this unit children will know how to:</p> <ul style="list-style-type: none"> <li>• recognise number words in spoken sentences</li> <li>• say numbers larger than 100</li> <li>• match the subject and verb for high-frequency verbs</li> <li>• recognise when someone is saying a date</li> <li>• explain how larger numbers are often described by combining smaller number words</li> <li>• use numbers in a sentence correctly</li> <li>• identify auxiliary verb and past participle verb</li> <li>• apply prior knowledge to say when and where they were born</li> <li>• say when significant people in French history were born and died</li> </ul> <p><b>Ambitious Knowledge:</b></p> <ul style="list-style-type: none"> <li>• identify numbers in a written sentence</li> </ul>
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	<p>on the gender of the noun</p>	<ul style="list-style-type: none"> <li>ask and answer questions about everyday actions in the classroom</li> <li>make questions and answers in the third person</li> <li>say how they are feeling</li> </ul> <p>Ambitious Knowledge:</p> <ul style="list-style-type: none"> <li>explain why adjectives change in French but not in English</li> <li>spell adjectives correctly according to gender/ number</li> <li>vary sentences by substituting other verbs, nouns or adjectives</li> <li>identify whether a sentence is in first, second or third person</li> </ul>		<ul style="list-style-type: none"> <li>join two clauses with 'et' or 'mais' appropriately</li> </ul> <p>Ambitious Knowledge:</p> <ul style="list-style-type: none"> <li>suggest alternative sentences/song phrases by substituting new vocabulary</li> <li>make increasingly complex descriptive links between family members</li> <li>differentiate between first and third person possessive adjectives and verbs and use them appropriately</li> <li>discuss similarities and differences between French/English terms for the same idea</li> <li>extend sentences and support opinions by using conjunctions</li> </ul>		<ul style="list-style-type: none"> <li>give the year that some key historical events happened in France</li> <li>construct a past tense sentence with the passé composé</li> <li>change the past participle of the main verb to agree with number and gender of the subject</li> </ul>
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## Year 5 Skills

### Oracy

- Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts
- Demonstrate their prior knowledge from previous units
- Listen attentively to more complex phrases and sentences
- Prepare a short presentation on a familiar topic
- Respond appropriately when asked a simple question
- Join in traditional songs and rhymes
- Construct a simple sentence about a variety of topics

### Literacy

- Re-read frequently a variety of short texts
- Make simple sentences and short texts
- Write words, phrases and short sentences, using a reference source
- Follow a simple story and recognise key vocabulary
- Substitute vocabulary to change a sentence
- Write an answer in a sentence using a modelled sentence
- Write words and phrases from memory
- Demonstrate their understanding of a sentence
- Use a bilingual dictionary

### Intercultural Understanding

- Compare symbols, objects or products which represent their own culture with those of another country
- Look at further aspects of their everyday lives from the perspective of someone from another country
- Recognise similarities and differences between places

**Getting to Know You  
(Catch-up Unit)**

By the end of this unit children will know how to:

- say a simple future sentence
- give an intention for the immediate future
- use body language or gesture to help understand
- say how they are feeling
- recognise the difference between English and French future tenses
- ask how to spell a word in French
- name the accents on French alphabet letters

**Ambitious Knowledge:**

- use the terms auxiliary and infinitive verb
- spell out words using the correct letter names, including accents
- explain how adjectives are different depending

**All About Ourselves  
(Catch-up Unit)**

By the end of this unit children will know how to:

- name some parts of the body
- give a simple description of their eyes and hair
- place the adjective correctly in a simple sentence
- use a small number of everyday verbs in simple dialogues
- make simple statements in the third person
- match emotion/health words with their pictures
- name facial features
- extend a description using a conjunction and further adjectives
- make noun/adjective combinations 'agree' according to gender and number, in pronunciation

**Let's Visit a French Town**

By the end of this unit children will know how to:

- make simple sentences with habiter (to live)
- use gestures to support what they are saying
- identify places in a French town or city
- recognise ordinal numbers
- recognise a spelling pattern
- choose the correct form to go with the subject of the sentence
- talk about what there is to do in a town
- use simple prepositional phrases
- ask/answer questions about where a place is
- use appropriate words for number operations
- recognise and use ordinal numbers
- identify a spelling pattern

**Let's Go Shopping**

By the end of this unit children will know how to:

- take part in role play as a shopper/shopkeeper, speaking in French
- greet and respond
- use the preposition entre
- write money amounts in French, up to 500 € in multiples of 50
- use the preposition à côté de and choose the correct masculine and feminine form
- use adjectives (colours) and place them after the noun
- write money amounts in French, up to 500 € in multiples of 50

**Ambitious Knowledge:**

- use the nuances of colour foncé and clair
- calculate change given and write the answer in French

**This is France**

By the end of this unit children will know how to:

- write numbers in words which are multiples of ten
- describe position up to 4 compass points
- write numbers in words up to 999
- describe position up to 8 compass points
- can chose the correct tense of the verb être (present or imperfect)
- can choose the correct form of an adjective describing nationalities

**Ambitious Knowledge:**

- write numbers in words up to 1200

**All in a Day**

By the end of this unit children will know how to:

- say and write a sentence to tell the time (o'clock and half past)
- understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir
- tell the time in 24-hour time - o'clock and half past
- read and interpret timetables in 24-hour times - o'clock and half past
- say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to)
- tell the time in 24-hour time - o'clock, half past, quarter past/to
- read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to

	<p>on the gender of the noun</p>	<ul style="list-style-type: none"> <li>• ask and answer questions about everyday actions in the classroom</li> <li>• make questions and answers in the third person</li> <li>• say how they are feeling</li> </ul> <p>Ambitious Knowledge:</p> <ul style="list-style-type: none"> <li>• explain why adjectives change in French but not in English</li> <li>• spell adjectives correctly according to gender/ number</li> <li>• vary sentences by substituting other verbs, nouns or adjectives</li> <li>• identify whether a sentence is in first, second or third person</li> </ul>	<p>Ambitious Knowledge:</p> <ul style="list-style-type: none"> <li>• vary the noun and verb appropriately for their purpose</li> <li>• compare and order numbers up to 1000</li> <li>• apply a spelling pattern to make a new word</li> </ul>			<p>Ambitious Knowledge:</p> <ul style="list-style-type: none"> <li>• say and write a sentence to tell the time (o'clock, half past, quarter past, quarter to, 5-minute intervals past and to the hour)</li> <li>• tell the time in 24-hour time - o'clock, half past, quarter past/to, 5-minute intervals</li> <li>• read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to, 5-minute intervals</li> <li>• follow a pattern to conjugate regular verbs</li> </ul>
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## Year 6 Skills

### Oracy

- Demonstrate their prior knowledge from previous units
- Respond appropriately when asked a simple question using appropriate topic vocabulary
- Prepare a short presentation on a familiar topic
- Make a longer personal presentation by combining a range of topic knowledge
- Perform to an audience
- Use spoken language confidently to initiate and sustain conversations and to tell stories
- Listen to and join in a song
- Recognise key words and phrases and respond
- Listen for familiar vocabulary and respond to this when required

### Literacy

- Follow a simple story and recognise key vocabulary
- Substitute vocabulary to change a sentence
- Read the main points and some detail from a short-written passage
- Identify different text types and read short, authentic texts for enjoyment or information
- Match sound to sentences and paragraphs
- Write sentences on a range of topics using a model
- Write an answer to a sentence using the topic vocabulary
- Follow a story and take an educated guess at unknown words, using their reading strategies
- Use a bilingual dictionary
- Create sentences independently, using online translators/dictionaries to help

### Intercultural Understanding

- Compare attitudes towards aspects of everyday life
- Recognise some of the differences between people
- Present information about an aspect of culture