

Content and Skills – TOPIC 1 – Ma bouée – AUTUMN	RAG
I can greet someone I don't know and ask for their name,	
I can say 'hello', 'goodbye', 'have a good day', 'see you later', 'how are you', 'thank you', 'please', and 'sorry'.	
I can ask to go to the toilet, ask for paper, and say that I have forgotten my book.	
I can recite the French alphabet, and can use it to spell my name (e.g. when making a reservation) and transcribe someone else's name.	
I can recite and transcribe the numbers 1-31 and the months of the year.	
I can give my age, say when my birthday is, and ask for someone else's birthday and age.	
I can recite and transcribe the numbers 1-60, and give times using the 24-hour clock.	
Using the numbers 1-100, I can give and transcribe my phone number (when making bookings).	
I can understand the main points of a listening and reading text which asks me to note down key numbers in day-to-day situations (e.g. a train station, café, or when making purchases or reservations).	
I am developing a more confident grasp of French pronunciation, including key phonics (e.g. <i>qu, é/ez, l/y</i> and nasal vowels <i>in/en/an</i>), and am beginning to avoid pronouncing final consonants (<i>d/t/s/p</i>).	
Key Grammar	
I know the meaning of the pronouns <i>je/tu/il/elle/vous</i> .	
I can ask basic questions using <i>quel/quelle+est</i> , and comment.	
Content and Skills – TOPIC 2 – Mon monde à moi – AUTUMN/WINTER	
I can say where I live (house/flat/farm) and describe my home using the <i>il y a un/une</i> structure.	
I can ask someone else where they live using the question word 'où'.	
I can say who I live with (close family and pets).	
I can describe close family members I live with (name, age, birthday) and transcribe key information that others give about their family.	
I can give opinions about what I like doing on days out of school with my family, and pick out key information about other people's free-time activities from listening and reading texts.	
I am developing a more confident grasp of French pronunciation, including key phonics (e.g. <i>qu, é/ez/er, l/y, ille, un/une</i> , and nasal vowels <i>in/en/an/ou</i>), and am beginning to avoid pronouncing final consonants (<i>d/t/s/p</i>).	
Key Grammar	
I can use the possessive adjectives <i>mon/ma/mes</i> and <i>son/sa/ses</i> .	

I can use the definite article <i>le/la/les</i> + noun to give opinions (and use a dictionary to find genders) and the indefinite articles <i>un/une</i> to talk about family and pets.	
I can use 'qui' to introduce relative clauses in writing and speaking and <i>car/et/mais/cependant</i> to link ideas.	
I can use a range of opinion verbs + nouns (e.g. <i>J'aime le foot</i>), and verbs + infinitives (<i>J'aime jouer au foot</i>).	
Content and Skills – TOPIC 3 – Au college – SPRING/SUMMER	RAG
I can describe my school and the clubs that are offered using <i>on peut</i> +inf.	
I can describe the school rules and ask about the rules in French schools using <i>il faut/faut-il</i> .	
I can describe and give opinions about school uniform, and I understand the meaning of <i>je porte/les filles portent/les garçons portent</i> and the question 'Que portes-tu?'	
I can compose an email to lost property to describe objects I have lost, am looking for and have found at school, and I can use the <i>avez-vous</i> question phrase to ask questions.	
I can pick key information about other schools out of longer reading and listening passages.	
I can give and explain opinions about what I like/don't like studying.	
I can describe my favorite teacher (physical and character description).	
I am developing a more confident grasp of French pronunciation, including key phonics (e.g. <i>qu, é/ez/er, l/y, ille, un/une, e/eu, -ss-, -se</i>) and nasal vowels (<i>in/en/an/ou/au/oi</i>), and am beginning to avoid pronouncing final consonants (<i>d/t/s/p/-ent</i>).	
Key Grammar	
I can use 'de' to talk about other people's belongings (e.g. <i>le bureau de M. Swan, la règle de Tim</i>).	
I can describe when events take place using <i>le</i> + day of the week (reinforcement of free-time work).	
I am confident using the definite and indefinite articles (<i>le/la/les; un/une/des</i>) and possessive adjectives	
I can conjugate regular -er verbs: <i>porter, discuter, étudier, parler, adorer, aimer, préférer, détester, enseigner, jouer, manger, utiliser, voyager, terminer, commencer, travailler</i> .	
I understand and can apply the adjectival agreement rules for regular adjectives (<i>intéressant/intéressante/intéressants/intéressantes</i>).	
I understand and can apply the adjectival agreement rules for key irregular adjectives (<i>if-ive; eux-euse; é-ée; l-lle</i>).	
I can use a range of connectives to link opinions and justifications (<i>et, mais, cependant, car, parce que, même si</i>).	

I can use adjectives comparatively to give opinions (<i>plus...que, moins....que</i>).	
I can conjugate the key irregular verbs <i>avoir</i> and <i>être</i> .	