

Content and Skills – TOPIC 1 – Autour du monde francophone – AUTUMN	RAG
I can name at least 5 French speaking countries and explain what <i>la Francophonie</i> is.	
I can describe where I and someone else lives in detail (e.g. <i>à la campagne, en banlieue; en + country</i>).	
I can describe where I and members of my family come from (using <i>je viens de</i>) and pick out key information about someone else's life.	
I can describe a typical day in my life, and pick out key information from someone else's description.	
I can use key time expressions (<i>le soir, le matin, le lundi, le week-end, le soir, d'habitude, normalement, ensuite, puis, après cela</i>) to structure descriptions of my day.	
I can describe the climate and typical weather in the area I live in (including in different seasons).	
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, ien/ienne, ail/aille</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 know the 'je' and 'il/elle' conjugations of the key irregular verbs: <i>lire, sortir, faire, aller, voir, mettre, boire, prendre, devoir, vouloir</i> .	
I know the <i>je, il/elle</i> and <i>ils/elles</i> conjugations of 3 reflexive verbs: <i>s'occuper, se réveiller, se coucher</i> .	
I can conjugate the regular er verb 'habiter'.	
Content and Skills – TOPIC 2 – En ville – AUTUMN/WINTER	
I can describe what there is in my town/village using the <i>il y a un/une</i> structure and talk about what there isn't (<i>il n'y a pas de/il n'y a ni...ni...</i>).	
I can describe where key places in town can be found.	
I can describe what different groups of people and visitors can do in my area, using a wide variety of adjectives and the <i>on peut+infinitive</i> structure.	
I can make arrangements to go out in town with a visiting friend.	
I can take part in a role play in a café.	
I can take part in a role play in a clothes shop.	
I can take part in a role play in a pharmacy.	
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, ien/ienne, ail/aille, ain, tion</i>) and nasal vowels (<i>in/en/an/ou/au/oi</i>), and avoid pronouncing final consonants (<i>d/t/s/p/-ent</i>).	
Key Grammar	

I can use the negatives <i>ne...pas, ne...ni...ni, ne...rien</i> .	
I can use prepositions + <i>de</i> to describe location.	
I can form basic questions using inversion (<i>avez-vous, voulez-vous</i>).	
I know the meaning of key <i>avoir</i> expressions: <i>j'ai mal, j'ai chaud, j'ai soif, j'ai faim, j'ai besoin de</i> .	
I understand how BANGS adjectives (<i>beau/joli/vieux/bon/nouveau/mauvais/grand/petit</i>) are different to regular adjectives.	
Content and skills – TOPIC 3 – Il était une fois – SPRING/SUMMER	RAG
I can describe what I did last weekend using a variety of verbs in the perfect tense.	
I can talk about events that did and didn't happen, and activities I didn't complete in the past.	
I can talk about a recent or famous journey in the past.	
I can narrate events using a wide range of sequencers (<i>enfin, puis, après cela</i>).	
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, ien/ienne, ail/aille, ain, tion</i>) and nasal vowels (e.g. <i>in/en/an/ou/au/oi</i>), and avoid pronouncing final consonants (<i>d/t/s/p/-ent</i>).	
Key Grammar	
I can form the past participles of regular <i>ir/re/er</i> verbs.	
I can conjugate the auxiliary verb <i>avoir</i> with confidence.	
I can form the past participles of key irregular verbs: <i>prendre, faire, mettre, ouvrir, boire, voir, vouloir, recevoir, devoir, dire</i> .	
I can form sentences where a past participle is used followed by an infinitive (e.g. <i>J'ai voulu manger</i>)	
I can use a variety of negatives with sentences in the perfect tense: <i>ne...pas, ne...jamais, ne...rien</i> .	
I can conjugate the auxiliary verb <i>être</i> .	
I can name the 14 MRS VANDERTRAMP verbs and their past participles.	
I understand and can apply the rules of agreement to MRS V past participles.	