

# Subject

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<p><b>At Tillingbourne we want children to:</b></p> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<p><b>Children are successful at Tillingbourne School because they are:</b></p> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<p><b>FOCUS RIGHTS</b></p> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<p><b>All children must be:</b></p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>					
		<p>1 Listen to high frequency individual words and questions. Show understanding by joining in with repetition and response.</p> <p>2 Listen to simple, repetitive songs and give a physical response.</p> <p>3 Appreciate listening to simple stories and show understanding with physical response.</p> <p><b>Autumn Term – Moi</b></p> <p>Listen to greetings, numbers, high frequency questions for feelings, name and age.</p> <p>Songs-name, greetings, age, numbers</p> <p>Stories-numbers</p> <p><b>Spring Term – Le monstre qui a faim</b></p>	<p>1 Listen to individual words and short sentences. Show understanding with a physical or written response.</p> <p>2 Listen to songs with some unfamiliar vocabulary and identify known vocabulary.</p> <p>3 Listen to stories with some unfamiliar vocabulary and identify known vocabulary.</p> <p><b>Autumn Term – Vive l’heure du goûter</b></p> <p>Listen to words for tea time snacks and opinion phrases.</p> <p>Stories- teatime snacks and some unfamiliar vocabulary.</p> <p><b>Spring Term- Les Portraits</b></p> <p>Listen to words for body parts and descriptions.</p>	<p>1 Listen to longer sentences using some simple conjunctions.</p> <p>2 Identify the main points from sentences and information containing some familiar and unfamiliar vocabulary.</p> <p><b>Autumn Term- Les Planètes</b></p> <p>Listen to words for solar system vocabulary- individually and in whole sentence descriptions.</p> <p>Listen to information about the solar system and identify the main points.</p> <p><b>Spring Term- En Ville</b></p> <p>Listen to words for places in a town and understand longer sentences about what is or isn’t in a town.</p> <p><b>Summer Term- Les Saisons</b></p>	<p>1 Listen to longer sentences and short paragraphs with more complex vocabulary and structures.</p> <p>2 Listen to conversations containing more unfamiliar vocabulary and identify the main points.</p> <p><b>Autumn Term – Monter un Café</b></p> <p>Listen to words for food and drink items. Listen to a basic café conversation with some unfamiliar vocabulary and show understanding by selecting the main vocabulary items.</p> <p><b>Spring Term- Vive le Sport</b></p> <p>Listen to words for sports and information about opinions on sports. Listen to short paragraphs with more complex structures and understand the main points.</p>

		<p>Listen to days and numbers vocabulary.</p> <p>Songs- days and numbers</p> <p>Stories- days and numbers</p> <p><b>Summer Term-Toutes les Couleurs</b></p> <p>Listen to words for colours and basic opinions.</p> <p>Songs-colours</p> <p>Stories-colours</p>	<p>Stories- listen to a story containing familiar and unfamiliar vocabulary, highlighting the main ideas.</p> <p>Songs- listen to songs and identify the main ideas.</p> <p><b>Summer Term- Les Animaux</b></p> <p>Listen to words for pets and show understanding of descriptions.</p> <p>Songs- listen to songs containing familiar words and some unfamiliar vocabulary.</p> <p>Stories- listen to a story with familiar and unfamiliar vocabulary. Show understanding of the main ideas.</p>	<p>Listen to words and sentences about birthdays and show understanding of when birthdays are.</p> <p>Listen to information about the weather in longer sentences, identifying the main points.</p> <p>Listen to longer songs containing some unfamiliar vocabulary about birthdays and the weather and give a physical response to show understanding.</p>	<p><b>Summer Term- Les Vêtements</b></p> <p>Listen to words for clothing items and longer sentences about their descriptions.</p>
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## Speaking

		<p>Repeat simple individual high frequency words.</p> <p>Engage in basic conversations with simple one-word answers or set phrases.</p> <p><b>Autumn Term – Moi</b></p> <p>Use simple set phrases for asking and giving information about feelings, names and ages.</p> <p>Use single words for counting up to 20.</p> <p><b>Spring Term – Le monstre qui a faim</b></p> <p>Say days of the week and numbers up to 39 with good pronunciation.</p> <p>Read aloud a story and sing a song with familiar vocabulary.</p> <p><b>Summer Term-Toutes les Couleurs</b></p> <p>Say colours with good pronunciation and give simple opinions using “j’aime” and “je préfère”.</p>	<p>Engage in simple conversations using familiar vocabulary, asking and answering questions.</p> <p>Express simple opinions.</p> <p>Give basic descriptions in short sentences.</p> <p><b>Autumn Term – Vive l’heure du goûter</b></p> <p>Give simple oral opinions on snacks using j’aime, je n’aime pas and je préfère.</p> <p>Take part in a simple conversation in the bakery using familiar phrases.</p> <p><b>Spring Term- Les Portraits</b></p> <p>Sing songs containing familiar vocabulary for body parts.</p> <p>Describe a monster orally using body parts and colours in a whole sentence.</p> <p><b>Summer Term- Les Animaux</b></p> <p>Take part in a survey to ask and answer questions about animals that people have.</p> <p>Describe animals orally using colours, body parts and sizes in a whole sentence.</p>	<p>Engage in simple conversations using longer sentences with some simple conjunctions.</p> <p>Express opinions using simple conjunctions.</p> <p>Give more detailed descriptions in longer sentences.</p> <p><b>Autumn Term- Les Planètes</b></p> <p>Describe the planets orally using colours, sizes and temperatures.</p> <p><b>Spring Term- En Ville</b></p> <p>Describe a town orally in longer sentences using simple conjunctions.</p> <p>Take part in a short conversation to ask for and give directions to somewhere.</p> <p><b>Summer Term- Les Saisons</b></p> <p>Take part in a short conversation to ask about and give birthdays.</p> <p>Describe the weather orally and take part in performing a weather report to the class using whole sentences and conjunctions.</p>	<p>Engage in longer conversations with more exchanges.</p> <p>Express more detailed opinions using a range of conjunctions.</p> <p><b>Autumn Term – Monter un Café</b></p> <p>Take part in a café conversation with several exchanges and with good pronunciation.</p> <p><b>Spring Term- Vive le Sport</b></p> <p>Talk about sporting preferences using a range of opinions, conjunctions and justifications.</p> <p><b>Summer Term- Les Vêtements</b></p> <p>Describe clothing items with good pronunciation using correct adjectival position and endings. Use longer sentences to give opinions on clothing items.</p>
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## Reading

		<p>Read individual high-frequency words and show understanding.</p> <p>Understand how cognates can help to broaden understanding when reading.</p> <p>Start to use a bi-lingual dictionary to look up nouns from English to French.</p> <p>Appreciate simple stories and poems with familiar vocabulary.</p> <p><b>Autumn Term – Moi</b></p> <p>Read and show understanding of familiar single words for feelings and numbers.</p> <p>Read a simple story with numbers and show understanding by joining in.</p> <p><b>Spring Term – Le monstre qui a faim</b></p> <p>Read and show understanding of days of the week and larger numbers up to 39.</p> <p>Read a story and pick out familiar vocabulary.</p> <p>Use a bi-lingual dictionary to look up food words into French.</p> <p><b>Summer Term-Toutes les Couleurs</b></p> <p>Read and show understanding of colours and simple opinions.</p> <p>Read a poem and a story about colours and pick out familiar vocabulary.</p> <p>Use a bi-lingual dictionary to find new nouns.</p>	<p>Read short phrases and sentences containing familiar vocabulary and some unfamiliar words.</p> <p>Use a bi-lingual dictionary to look up nouns from French into English.</p> <p>Appreciate stories with both familiar and more unfamiliar vocabulary.</p> <p><b>Autumn Term – Vive l’heure du goûter</b></p> <p>Read short phrases and sentences about snack preferences.</p> <p>Appreciate a story about snacks with familiar and unfamiliar vocabulary and understand the gist.</p> <p><b>Spring Term- Les Portraits</b></p> <p>Read and understand longer sentences and/or shorter paragraphs about body descriptions using familiar vocabulary.</p> <p>Appreciate a story about body descriptions containing familiar and unfamiliar vocabulary and understand the gist.</p> <p>Use a bi-lingual dictionary to look up the meaning of French nouns into English.</p> <p><b>Summer Term- Les Animaux</b></p> <p>Read and understand short sentences about animal descriptions and pets people have, mostly containing familiar vocabulary.</p> <p>Appreciate a story about animals containing more unfamiliar vocabulary.</p>	<p>Read longer sentences and short paragraphs with both familiar and unfamiliar vocabulary.</p> <p>Use a bi-lingual dictionary to look up adjectives in French and English.</p> <p><b>Autumn Term- Les Planètes</b></p> <p>Read and understand information about the planets which contains both familiar and unfamiliar vocabulary.</p> <p>Use a dictionary to look meanings of adjectives in a solar system poem.</p> <p><b>Spring Term- En Ville</b></p> <p>Read and understand a short paragraph about a town description and understand the main points.</p> <p>Use a dictionary to look up unfamiliar vocabulary in a town description.</p> <p><b>Summer Term- Les Saisons</b></p> <p>Read and understand a longer weather report which contains some familiar and unfamiliar vocabulary.</p> <p>Use a bi-lingual dictionary to look up unfamiliar language in a weather report.</p>	<p>Read longer sentences and longer paragraphs with justifications and more detail and show understanding.</p> <p>Use a bi-lingual dictionary to help further understanding.</p> <p><b>Autumn Term – Monter un Café</b></p> <p>Use a bi-lingual dictionary to help to understand the unfamiliar vocabulary on a menu.</p> <p><b>Spring Term- Vive le Sport</b></p> <p>Read and understand a longer paragraph about sports preferences containing both familiar and unfamiliar vocabulary.</p> <p>Use a bi-lingual dictionary to look up unfamiliar vocabulary in a text about sports preferences.</p> <p><b>Summer Term- Les Vêtements</b></p> <p>Read and understand a clothing description containing unfamiliar and familiar vocabulary and show understanding.</p> <p>Use a bi-lingual dictionary to look up unfamiliar vocabulary in a clothing description.</p>
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## Writing

		<p>Write simple, familiar words from memory.</p> <p><b>Autumn Term – Moi</b></p> <p>Write numbers from memory.</p> <p><b>Spring Term – Le monstre qui a faim</b></p> <p>Write days of the week and numbers from memory.</p>	<p>Write simple short sentences using familiar vocabulary from memory.</p> <p>Adapt simple short sentences to create new sentences.</p> <p>Use familiar vocabulary to write short sentences to describe people and animals.</p> <p><b>Autumn Term – Vive l’heure du goûter</b></p>	<p>Write longer sentences using simple conjunctions.</p> <p>Adapt sentences to create new longer sentences.</p> <p>Use familiar vocabulary and vocabulary from a dictionary to describe things and places.</p> <p><b>Autumn Term- Les Planètes</b></p>	<p>Write longer sentences from memory.</p> <p>Use a range of conjunctions, intensifiers and adjectives.</p> <p>Use a bi-lingual dictionary to extend writing independently.</p> <p><b>Autumn Term – Monter un Café</b></p>
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		<p><b>Summer Term-Toutes les Couleurs</b></p> <p>Write colours and simple opinions from memory.</p>	<p>Write simple short sentences to give basic opinions on snacks.</p> <p>Use a scaffold to extend a simple sentence on snacks opinions.</p> <p><b>Spring Term- Les Portraits</b></p> <p>Write simple short sentences following a model to describe people.</p> <p>Adapt short sentences using a scaffold to write a monster description.</p> <p><b>Summer Term- Les Animaux</b></p> <p>Write simple short sentences to say what pets people have.</p> <p>Write simple, short sentences using a model to describe animals.</p>	<p>Write longer sentences using colours and sizes to describe the planets. Use intensifiers and conjunctions to improve the sentences.</p> <p>Use a scaffold to write longer sentences about the planets. Use a dictionary to extend the sentences.</p> <p><b>Spring Term- En Ville</b></p> <p>Use a scaffold to write a short paragraph to describe a town. Adapt the scaffold or own purpose to extend the writing.</p> <p>Use conjunctions to improve the writing.</p> <p><b>Summer Term- Les Saisons</b></p> <p>Use a scaffold to write a weather report using different sentence lengths. Use conjunctions and intensifiers as well as vocabulary from a dictionary to extend further.</p>	<p>Design a menu by using a bi-lingual dictionary to find our new vocabulary.</p> <p><b>Spring Term- Vive le Sport</b></p> <p>Write longer sentences to give sporting preferences, including using a range of conjunctions, intensifiers and adjectives.</p> <p>Write some sentences from memory.</p> <p><b>Summer Term- Les Vêtements</b></p> <p>Write accurately to describe clothing items, ensuring correct use of adjectival position and agreement.</p> <p>Use a bi-lingual dictionary to extend writing independently.</p>
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## Phonics

		<p>Explore French sounds.</p> <p>Start to develop accurate pronunciation so that others understand when they are speaking or reading aloud.</p> <p>Phonics introduced:</p> <p>qu / ei / eu/ j /in/ oi/ on/ ou / ç /un /r/e</p> <p>ch / i / en/an</p>	<p>Explore French sounds and link them to spelling.</p> <p>Further develop accurate pronunciation so that others understand when they are speaking or reading aloud.</p> <p>Phonics introduced:</p> <p>gn/a</p>	<p>Explore French sounds further and start to spell longer words with less support.</p> <p>Further develop accurate pronunciation and intonation so that others can understand.</p> <p>Phonics introduced:</p> <p>Au/eau/u</p>	<p>Explore French sounds and spell words without support.</p> <p>Focus on improving pronunciation of unfamiliar words through using phonics awareness.</p>
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## Grammar

		<p><b>Autumn Term – Moi</b></p> <p>Lower case for dates Accents</p> <p><b>Spring Term – Le monstre qui a faim</b></p> <p>Lower case for dates Masculine and feminine indefinite article</p> <p><b>Summer Term-Toutes les Couleurs</b></p> <p>Masculine and feminine definite and indefinite article 1<sup>st</sup> person singular of -er verbs</p>	<p><b>Autumn Term – Vive l’heure du goûter</b></p> <p>1<sup>st</sup> and 2<sup>nd</sup> person of -er verbs Extending sentences</p> <p><b>Spring Term- Les Portraits</b></p> <p>Verb “avoir” in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular Position of colour and awareness of adding “s” for plural Plurals</p> <p><b>Summer Term- Les Animaux</b></p>	<p><b>Autumn Term- Les Planètes</b></p> <p>Avoir / Etre – third person Feminine agreement for adjectives Position of adjectives</p> <p><b>Spring Term- En Ville</b></p> <p>Use of il y a and il n’y a pas de... Indefinite article Use of “vous” Question formation</p>	<p>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.</p> <p><b>Autumn Term – Monter un Café</b></p> <p>Indefinite article Adjectival position and agreement for feminine and plural</p>
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			<p>Question formation  Use of colour adjectives – position and basic masculine and feminine agreement  Use of size adjectives – position and feminine agreement  Avoir and Etre 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</p>	<p><b>Summer Term- Les Saisons</b></p> <p>Third person of être  Le for date  Lower case for dates  Ordinal numbers  Fronted adverbials  Il fait for weather phrases</p>	<p>The verb “porter” and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</p> <p><b>Spring Term- Vive le Sport</b>  Use of longer sentences with more complex conjunctions  1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of regular –er verbs</p> <p><b>Summer Term- Les Vêtements</b>  Indefinite article  Adjectival position and agreement for feminine and plural  -er verbs for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</p>
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