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| By the End of Lower Key Stage 2 | By the End of Upper Key Stage 2 |
| Lower Key Stage 2 Topic Areas:About Me, Hobbies and Pets, Where I Live, How I Look, Animals and Colours, Food and Drink, Going to School, Going to Work, Around the World, Healthy Lifestyles, Clothes and Shopping, Weather | Upper Key Stage 2 Topic Areas:Useful Phrases, Food and Mealtimes, Around the House, Music and Celebrations, On the Way to School, Seasons and Holidays, Our World, Technology, The Environment, Hygiene and Healthcare, Describing People and Things, More About School  |
| By the end of LKS2, pupils should be able to:* Listen attentively to spoken language and show understanding by joining in and responding.
* Begin to see the patterns and sounds of language through songs and rhymes, linking the meaning of words.
* Appreciate stories, poems, rhymes and songs in French.
* Engage in simple conversations, about themselves, their family, their birthday, school, countries around the world, clothes and shops, jobs, weather, sports, hobbies, food and drink, colours, animals and pets and where they live.
* Ask and answer simple questions about themselves, their family, their birthday, jobs, school, colours, countries around the world, clothes and shops, weather, sports, hobbies, food and drink animals and pets and where they live.
* Read carefully and show understanding of simple words and phrases related to themselves, their family, their birthday, jobs, hobbies, colours, school, countries around the world, clothes and shops, weather, sports, food and drink, animals and pets and where they live; complete simple reading comprehension tasks.
* Describe people, places, things and actions orally in simple phrases.

  | By the end of UKS2, pupils should be able to: * Recognise some of the patterns of language and link these to the spelling, sound and the meaning of the words.
* Express opinions on the topics covered and respond to those of others; seek clarification and help.
* Speak in sentences, using familiar vocabulary, phrases and language structures related to themselves, their school, their likes and dislikes, food, clothes, the environment, technology, hygiene and health, celebrations, seasons and holidays, the town where they live, the wider world and getting around.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases related to themselves, their school, their likes and dislikes, food, clothes, the environment, technology, hygiene and health, celebrations, seasons and holidays, the town where they live, the wider world and getting around.
* Present ideas and information orally to a range of audiences related to themselves, their school, their likes and dislikes, clothes, food, clothes, the environment, technology, hygiene and health, celebrations, seasons and holidays, the town where they live, the wider world and getting around.
* Broaden their vocabulary and develop the ability to understand new words that are introduced in to familiar written material.
* Write words and phrases from memory and adapt these to create new sentences; express ideas clearly related to themselves, their school, their likes and dislikes, food, clothes, the environment, technology, hygiene and health, celebrations, seasons and holidays, the town where they live, the wider world and getting around.
* Describe people, places, actions and things orally and in writing, using a dictionary when necessary.
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