Rising Stars French Stage 1	Evidenced in:
By the end of Stage 1, learners will have acquired the following knowledge:	
Awareness of two groups of nouns in French (masculine and feminine)	1.4 *Portraits* 1.5 *Les quatre amis* 1.6 *Ça pousse !*
Begin to recognise 1st, 2nd and 3rd person singular pronouns (*je, tu, il /elle*) with action verbs (e.g. *je danse* , *tu sautes, il galope, elle court*) as well as *être* and *avoir* (*J'ai, tu as* , *il est / elle a*)	1.3 *On fait la fête* 1.4 *Portraits* 1.5 *Les quatre amis*
Appreciate that words and letters in French can have a different sound or pronunciation to English	1.1 *Moi* 1.2 *Jeux et chansons* 1.3 *On fait la fête* 1.4 *Portraits* 1.5 *Les quatre amis* 1.6 *Ça pousse !*
Recognise plural nouns	1.2 *Jeux et chansons* 1.4 *Portraits* 1.6 *Ça pousse !*
Know that French is spoken in countries other than France	1.1 *Moi*
Knowledge of aspects of life in France and Francophone countries including festivals and games	1.2 *Jeux et chansons* 1.3 *On fait la fête*

Rising Stars French Stage 2	Evidenced in:
By the end of the Stage 2, learners will have built on the learning in Stage 1, and have acquired the following knowledge:	
Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine	2.2 *L'argent de poche* 2.4 *Vive le sport !*
Recognise and use 1st, 2nd and 3rd person singular pronouns (*je, tu, il/elle*) with regular verbs such as *jouer* , *manger* and *habiter* as well as high frequency irregular verbs like *être, avoir, aller* and *faire* . For example: *je joue, je vais, tu manges* ?, *il habite* , *elle a*	2.4 *Vive le sport !* 2.5 *Le Carnaval des Animaux* 2.6 *Quel temps fait-il ?*
Making sentences negative (*J'aime* becomes *Je n'aime pas* ; *il pleut* becomes *il ne pleut pas*)	2.2 *L'argent de poche* *2.4 Vive le sport !*
Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: *un manteau bleu* but *une écharpe bleue* ; *un éléphant grand* but *une tortue grande*	2.3 *Raconte-moi une histoire !* 2.5 *Le Carnaval des Animaux* 2.6 *Quel temps fait-il ?*
Express a positive and negative opinion (*J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère*)	2.2 *L'argent de poche* 2.3 *Raconte-moi une histoire !* 2.4 *Vive le sport !* 2.6 *Quel temps fait-il ?*
Partitive in singular and plural (*du/des, au/aux*)	2.4 *Vive le sport !*
Conjunctions *et, mais* and *quand*	2.1 *On y va* 2.3 *Raconte-moi une histoire !* 2.4 *Vive le sport !* 2.5 *Le Carnaval des Animaux* 2.6 *Quel temps fait-il ?*
Formation of plural nouns by adding *–s* to most nouns but *–x* to nouns ending *–au* , e.g. *bateau* becomes *bateaux*	2.3 *Raconte-moi une histoire !*

Instructions to *vous* , e.g. R*egardez! Venez ici!*	2.3 *Raconte-moi une histoire !*
Awareness that French is spoken in countries other than France	2.1 *On y va*
Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	2.1 *On y va* 2.2 *L'argent de poche* 2.3 *Raconte-moi une histoire !* 2.4 *Vive le sport !* 2.5 *Le Carnaval des Animaux* 2.6 *Quel temps fait-il ?*

Rising Stars French Stage 3	Evidenced in:
By the end of the Stage 3, learners will have built on the learning in Stages 1 and 2, and have acquired the following knowledge:	
Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: *La Lune est petite* ; *Le Soleil est grand* ; *les planètes chaudes* ; *les couleurs sombres*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Familiarity with and use of 1st, 2nd and 3rd person singular (*je, tu, il/elle*) and 3rd person plural *(ils/elles*) of a number of regular (*jouer, tourner, aimer, traverser, s'appeller*) and high frequency irregular verbs (*être, avoir, aller*). For example: *je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Formation of 3rd person singular and plural of regular *–er* verbs, i.e. remove *–er* and add *–e* for singular and *–ent* for plural	3.4 *Scène de plage*
Position of adjectives in a sentence (including *grand/petit* before the noun). For example: *une petite planète bleue; les grands nuages blancs*	3.1 *Bon appétit, bonne santé* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Giving positive and negative reasoned opinions, e.g. *J'aime ça parce que c'est … Je n'aime pas ça parce que ce n'est pas ….*	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.5 *Le Retour du Printemps*
Formation of the indefinite and definite article, e.g. *un/une/des* , *le/la/les* – plurals are the same whatever the gender.	3.1 *Bon appétit, bonne santé*
Sequencing and frequency adverbs, e.g. *après ça, ensuite, et puis, souvent, tous les jours*	3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps* 3.6 *Les planètes*
Awareness and use of *tu* and *vous*	3.3 *En route pour l'école* 3.4 *Scène de plage*

Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	3.1 *Bon appétit, bonne santé* 3.2 *Je suis le musicien* 3.3 *En route pour l'école* 3.4 *Scène de plage* 3.5 *Le Retour du Printemps*

Rising Stars French Stage 4	Evidenced in:
By the end of the Stage 4, learners will have built on the learning in Stages 1, 2 and 3, and have acquired the following knowledge:	
Comparing things using *plus* and *moins* + adjective	4.3 *Le passé et le présent*
Awareness of three verb groups *–er* , *–ir* and *–re* and the role of the infinitive	4.1 *Notre école* 4.3 *Le passé et le présent* 4.4 *Ici et là* 4.6 *Quoi de neuf ?*
Conjugation of regular *–er* verbs and two high frequency verbs, i.e. *être* and *aller* in the present tense	4.1 *Notre école* 4.2 *Notre monde* 4.3 *Le passé et le présent* 4.5 *Monter un café*
Use of the infinitive with *Je veux* and *J'aime*	4.3 *Le passé et le présent* 4.4 *Ici et là* 4.6 *Quoi de neuf ?*
Comparing the past and present using *il y avait / il y a* and *il/elle est / il/elle était*	4.3 *Le passé et le présent*
Prepositions of place	4.1 *Notre école* 4.3 *Le passé et le présent* 4.6 *Quoi de neuf ?*
Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	4.1 *Notre école* 4.2 *Notre monde* 4.3 *Le passé et le présent* 4.4 *Ici et là* 4.5 *Monter un café* 4.6 *Quoi de neuf ?*
Consolidation of all grammatical knowledge from Books 1– 3	4.1 *Notre école* 4.2 *Notre monde* 4.3 *Le passé et le présent* 4.4 *Ici et là* 4.5 *Monter un café* 4.6 *Quoi de neuf ?*

Knowledge of the geography of some Francophone countries including climate, terrain and fauna	4.1 *Notre école* 4.2 *Notre monde* 4.3 *Le passé et le présent* 4.4 *Ici et là* 4.5 *Monter un café* 4.6 *Quoi de neuf ?*