


Year: 3/4 Subject: French		Topic Question/Title: French adjectives of colour, shape and size		Term - Autumn 2	Curriculum - B	
PoS:						
Prior Knowledge <ul style="list-style-type: none">From year 3/4 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Showing awareness of the capital and identifying some key cultural landmarks.		<ul style="list-style-type: none">Key Vocabularyrouge - redbleu - bluejaune - yellowvert - greenblanc - whitenoir - blackorange – orangerose - pinkbrun - brownviolet - violetet - andc’est - it isc’est de quelle couleur ? - what colour is it?marron - brownl'arc-en-ciel - the rainbowles couleurs - the colours		Key Vocabulary continued <ul style="list-style-type: none">vrai ou faux - true or falsec’est vrai, répétez - if it's true, repeatc’est faux, silence - if it's wrong/false, silencequ’est-ce qui manque ? - what's missing?un cercle - a circleun triangle - a triangleun rectangle - a rectangleun carré - a squarepetit - smallgrand - bigc’est un grand cercle - it's a big circlec’est un petit cercle - it's a little circle Outcome Children to produce a piece of Matisse inspired artwork and present orally in French		
Future Learning <p>In Key stage 3 - understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.</p>		Stimulus <p>songs, rhymes, video clips</p> First hand experiences (enrichment)		World of Work <p>French teacher, translator, working in a bi-lingual business, foreign travel</p>		
National Curriculum PoS <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesappreciate stories, songs, poems and rhymes in the languagedescribe people, places, things and actions orally		Key Knowledge <ul style="list-style-type: none">Recognising and using adjectives of colour and size, being attentive to placement relative to the noun.Showing awareness of the capital and identifying some key cultural landmarks.Recognising cultural similarities and differences between customs and traditions in France and England.		Possible evidence <ul style="list-style-type: none">Asking and/or answering simple questions and using short phrases to give information.Practising speaking with a partnerListening and repeating key phonemes with care and beginning to identify vowel sounds.Repeating short phrases accurately, including liaison of final consonant before vowel.Listening and responding to single words and short phrases.Following verbal instructions in French.Responding to objects or images with a phrase or other verbal response.Recognising some familiar words in written form and beginning to develop dictionary skills.Identifying cognates and near cognates.Experimenting with simple writing, copying with accuracy.		
		Application of Key Skills <ul style="list-style-type: none">Listen carefully to build correct sequences of three to four blocks.Recognise cognates.Use please and thank you.Listen carefully to instructions.Describe some of the shapes in their work using language of colour, size or shape.		Possible evidence <ul style="list-style-type: none">Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.Listen and then select the correct decoration according to its colour.Use software to produce artwork in the style of Matisse.		

Year: 3/4 PoS:		Subject: French		Topic Question/Title: Playground games – numbers and age		Term - Spring 1		Curriculum - B	
<p>Prior Knowledge From year 3/4 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Showing awareness of the capital and identifying some key cultural landmarks.</p>		<p>Key Vocabulary un - one deux - two trois - three quatre - four cinq - five six - six plus (or you can use ‘et’) - plus moins - minus fait (literally ‘makes’) - equals égale - equals combien ? - how many?/how much? à toi - your turn à moi - my turn j’ai gagné ! - I’ve won!</p>		<p>c’est - it is sept - seven huit - eight neuf - nine dix - ten onze - eleven douze - twelve</p>		<p>tu as quel âge? - how old are you? j’ai [X] ans - I am [X] years old l’intrus - odd one out c’est qui? - who is it? éliminé - out! (of the game) (encore) plus vite - (even) faster (encore) plus bas - (even) lower/quieter il y a - there is/are arrêtez ! - stop! manqué - missed gagné - won oui - yes la Seine et le Musée du Louvre - the Seine and the Louvre Museum</p>		<p>la Basilique du Sacré-Coeur de Montmartre - the Basilica of the Sacred Heart of Montmartre la Cathédrale Notre-Dame de Paris - the Cathedral of Notre-Dame of Paris la Tour Eiffel - the Eiffel Tower L’Arc de Triomphe - the Arc de Triomphe la Marelle - la Marelle (form of hopscotch) le loup est-il passé ? - has the wolf passed? point à point - dot to dot une corde à sauter - a skipping rope Petit Chaperon Rouge - Little Red Riding Hood le ciel - heaven la terre - earth</p>	
<p>Future Learning In Key stage 3 - understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.</p>				<p>Stimulus songs, rhymes, video clips First hand experiences (enrichment)</p>		<p>Outcome – Children to work in pairs to give a presentation in French about our school.World of Work French teacher, translator, working in a bi-lingual business, foreign travel</p>			
<p>National Curriculum PoS</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesappreciate stories, songs, poems and rhymes in the languagedescribe people, places, things and actions orally		<p>Key Knowledge</p> <p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French.</p> <p>To know that sentences are often structured differently in French and English.</p> <p>To know the sounds the common phonemes ‘eu’, ‘oi’, ‘ou’ and ‘ui’ make in French.</p> <p>To know the names of some Parisian landmarks.</p> <p>To know some French playground games.</p>				<p>Possible evidence</p> <ul style="list-style-type: none">Asking and/or answering simple questions and using short phrases to give information.Practising speaking with a partnerListening and repeating key phonemes with care and beginning to identify vowel sounds.Repeating short phrases accurately, including liaison of final consonant before vowel.Listening and responding to single words and short phrases.Following verbal instructions in French.Responding to objects or images with a phrase or other verbal response.Recognising some familiar words in written form and beginning to develop dictionary skills.Identifying cognates and near cognates.Experimenting with simple writing, copying with accuracy.			
		<p>Application of Key Skills</p> <ul style="list-style-type: none">Asking and/or answering simple questions.Using short phrases to give information.Listening and repeating key phonemes with care.Repeating short phrases accurately, including liaison of final consonant before vowel.Introducing self to a partner with simple phrases.Listening and responding to single words and short phrases.Following verbal instructions in French.Responding to objects or images with a phrase or other verbal response.Listening and identifying key words in rhymes and songs and joining in.Beginning to identify vowel sounds and combinations.Listening and noticing rhyming words.Recognising some familiar words in written form.Reading aloud some words from simple songs, stories and rhymes.Identifying cognates and near cognates.Recalling and writing simple words from memory.Identifying plurals of nouns.Showing awareness of the capital and identifying some key cultural landmarks.				<p>Possible evidence (unit outcomes)</p> <ul style="list-style-type: none">Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds (‘un’, ‘eu’, ‘oi’, and ‘in’).Join in with a song using actions.Respond to numbers by showing fingers or ticking on whiteboards.Ask and answer a question about their age.Recognise number words.Listen carefully and relate sounds to written phonemes.Recall numbers one to twelve with increasingly accurate pronunciation			

	<ul style="list-style-type: none">• Recognising cultural similarities and differences between customs and traditions in France and England. <p>Year 4</p> <ul style="list-style-type: none">• Recognising and answering simple questions which involve giving personal information.• Beginning to use conversational phrases for purposeful dialogue.• Using a model to form a spoken sentence.• Speaking in full sentences using known vocabulary.• Comparing sounds and spelling patterns with English.• Listening and repeating further key phonemes with care.• Rehearsing and performing a short presentation.• Listening and selecting information.• Using language detective skills to decode vocabulary.• Listening to songs, joining in with songs and noticing sound patterns.• Noticing and beginning to predict key word patterns and spellings.• Noticing and discussing cognates and beginning to identify language detective strategies.• Following a short text or rhyme, listening and reading at the same time.• Using cognates and near cognates along with other detective skills to gist information.• Selecting and writing short words and phrases.• Making short phrases or sentences using word cards <p>Comparing schools and celebrations in France and the UK.</p>	
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Year: 3/4 PoS:		Subject: French		Topic Question/Title: In a French Classroom		Term - Spring 2		Curriculum - B	
<p>Prior Knowledge From year 3/4 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy. Showing awareness of the capital and identifying some key cultural landmarks.</p>				<p>écoutez - listen regardez - look parlez - speak écrivez - write lisez - read ouvrez - open fermez - close asseyez-vous - sit down levez-vous - stand up faux - false vrai - true</p>		<p>répétez ! - repeat silence - silence Jacques a dit - Jacques said qu’est-ce qui manque ? - what’s missing? un crayon - a pencil un taille-crayon - a pencil sharpener un stylo - a pen un cahier - an exercise book</p>		<p>un sac - a bag une règle - a ruler une gomme - a rubber une trousse - a pencil case des ciseaux - some scissors j’ai... - I have got... je n’ai pas - I haven't got... tu as...? - have you got ...? dans mon sac ... - in my bag ...</p>	
<p>Future Learning In Key stage 3 - understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.</p>						<p>Stimulus songs, rhymes, video clips First hand experiences (enrichment)</p>		<p>Outcome – Children to present to the class similarities and differences between school life in France and England.</p>	
<p>National Curriculum PoS</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesappreciate stories, songs, poems and rhymes in the languagedescribe people, places, things and actions orally				<p>Key Knowledge</p> <p>To know that in French, a space is needed before and after ? and !</p> <p>To understand some of the similarities and differences between school in France and schools in the UK.</p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that gender affects the form of the word un or une (the definite article).</p> <p>To know that when we turn the statement j’ai un/une (I have a...) into a negative je n’ai pas de (I don’t have a...) then we change the article from un/une to de.</p>		<p>Possible evidence</p> <ul style="list-style-type: none">Asking and/or answering simple questions and using short phrases to give information.Practising speaking with a partnerListening and repeating key phonemes with care and beginning to identify vowel sounds.Repeating short phrases accurately, including liaison of final consonant before vowel.Listening and responding to single words and short phrases.Following verbal instructions in French.Responding to objects or images with a phrase or other verbal response.Recognising some familiar words in written form and beginning to develop dictionary skills.Identifying cognates and near cognates.Experimenting with simple writing, copying with accuracy.			
<p>Application of Key Skills</p> <ul style="list-style-type: none">Asking and/or answering simple questions.Forming simple statements with information including the negative.Practising speaking with a partner.Using short phrases to give information.Beginning to adapt phrases from a rhyme/song.Listening and repeating key phonemes with care.Repeating short phrases accurately, including liaison of final consonant before vowel.Introducing self to a partner with simple phrases.Recognising and using adjectives.Listening and responding to single words and short phrases.Following verbal instructions in French.Responding to objects or images with a phrase or other verbal response.Listening and identifying key words in rhymes and songs and joining in.Beginning to identify vowel sounds and combinations.Recognising some familiar words in written form.Recalling and writing simple words from memory.Experimenting with simple writing, copying with accuracy.				<p>Possible evidence (unit outcomes)</p> <ul style="list-style-type: none">Show their understanding of key vocabulary with a physical response.Attempt to accurately imitate the pronunciation of vocabulary.Correctly identify masculine and feminine nouns in written form.Use modelled language to create questions or sentences using appropriate articles.Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.Attempt to build their own sentences using a label as a model.Speak clearly and present simple phrases when supported visually.Use appropriate intonation to engage the audience.					

	<ul style="list-style-type: none">• Recognising and using adjectives of colour and size.• Beginning to recognise gender of nouns, definite and indefinite article.• Identifying plurals of nouns.• Recognising adjectives and placement relative to the noun.• Beginning to understand that verbs have patterns.• Noticing the negative form.• Recognising cultural similarities and differences between customs and traditions in France and England.	
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