

| Year: Subject: French<br>PoS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Topic Question: French Greetings with Puppets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Term - Autumn 1 Curriculum - B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                    |  |
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| <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"><li>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.</li></ul> |  | <p><b>Key Vocabulary</b></p> <p>Key vocabulary</p> <p>bonjour - hello/good morning (formal)</p> <p>salut - hi (informal)</p> <p>je m'appelle... - my name is...</p> <p>comment tu t'appelles? - what's your name?</p> <p>comment t'appelles-tu ? - what's your name?</p> <p>au revoir - goodbye</p> <p>et toi ? - and you?</p> <p>bien - good</p> <p>très bien - very good</p> <p>super - super</p> <p>un, deux, trois - one, two, three</p> <p>regardez-moi - look at me</p> <p>le maître (masc.)/la maîtresse (fem.) - the teacher (used for primary school teachers in France)</p> <p>bonsoir – good evening</p> <p>bonne nuit – good night</p> <p>nounours - teddy</p> <p>ça va ? /comment ça va ? - how are you?</p> <p>ça va bien - I'm well, I'm fine</p> <p>ça va très bien - I'm very well, I'm really good</p> <p>ça va mal – I'm not well, I'm bad, I'm not fine, it's not going well (not ill)</p> <p>a va mal – I'm not well, I'm bad, I'm not fine, it's not going well (not ill)</p> |  | <p><b>Key Vocabulary</b></p> <p>ça va très mal - I'm really not well, I'm really not fine, it's going badly (not ill)</p> <p>ça va - I'm ok</p> <p>comme ci comme ça – so so/ok</p> <p>c'est qui ? - who is it?</p> <p>c'est... - it is...</p> <p>oui – yes</p> <p>non – no</p> <p>tu as ? - you have? / do you have?</p> <p>des marionnettes - puppets</p> <p>découpez - cut</p> <p>coloriez - colour</p> <p>collez - stick</p> <p>dessinez - draw</p> <p>écrivez le nom - write the name</p> <p>François, un garçon - François, a boy</p> <p>Marie, une fille - Marie, a girl</p> <p>changez de partenaire! - change partners!</p> <p>le spectacle - the show</p> <p>bravo ! - bravo!</p> <p>encore! - encore! / again!</p> <p>super! - super!</p> |  | <p><b>Outcome</b></p> <p>Children to introduce themselves and ask/answer questions with others</p> |  |
| <p><b>Future Learning</b></p> <ul style="list-style-type: none"><li>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.</li></ul>                                                                                                                                                  |  | <p><b>Stimulus</b></p> <p>songs, rhymes, video clips</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <p><b>World of Work</b></p> <p>foreign travel</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                    |  |
| <p><b>National Curriculum PoS</b></p> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul>                                                                                                                            |  | <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"><li>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</li><li>To know that different greetings are used at different times of the day.</li><li>To know that tone of voice can indicate a question.</li><li>To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft ‘s’ sound.</li><li>To know that French words are pronounced differently to the way they are spelt.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p><b>Possible evidence</b></p> <ul style="list-style-type: none"><li>Look carefully at a speaker and respond confidently with the appropriate gesture and phrase.</li><li>Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form.</li><li>Link actions or pictures to the new vocabulary, both in spoken and written form.</li><li>Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation.</li></ul>                                                                                                                                                                                                                                                                   |  |                                                                                                    |  |
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|  | <ul style="list-style-type: none"> <li>• Asking and/or answering simple questions.</li> <li>• Practising speaking with a partner.</li> <li>• Using short phrases to give information.</li> <li>• Beginning to adapt phrases from a rhyme/song.</li> <li>• Repeating short phrases accurately, including liaison of final consonant before vowel.</li> <li>• Introducing self to a partner with simple phrases.</li> <li>• Listening and responding to single words and short phrases.</li> <li>• Following verbal instructions in French.</li> <li>• Responding to objects or images with a phrase or other verbal response.</li> <li>• Listening and identifying key words in rhymes and songs and joining in.</li> <li>• Listening and noticing rhyming words.</li> <li>• Experimenting with simple writing, copying with accuracy.</li> <li>• Recognising that different languages are spoken in the community/world.</li> <li>• Showing awareness of the capital and identifying some key cultural landmarks.</li> <li>• Recognising cultural similarities and differences between customs and traditions in France and England.</li> </ul> |  |
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| Year: Subject: French<br>PoS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Topic Question: French adjectives of colour, shape and size                                                                                                                                                                                                                                                                                                                               | Term – Autumn 2 Curriculum - B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |
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| <b>Prior Knowledge</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <b>Key Vocabulary</b><br>rouge – red<br>bleu – blue<br>jaune – yellow<br>vert – green<br>blanc – white<br>noir – black<br>orange - orange<br>rose - pink<br>brun - brown<br>violet - violet<br>et – and<br>c’est – it is<br>c’est de quelle couleur ? – what colour is it?<br>marron - brown<br>l'arc-en-ciel - the rainbow<br>les couleurs - the colours<br>vrai ou faux - true or false | <b>Key Vocabulary</b><br>c’est vrai, répétez - if it's true, repeat<br>c’est faux, silence - if it's wrong/false, silence<br>qu’est-ce qui manque ? - what's missing?<br><br>un cercle – a circle<br>un triangle – a triangle<br>un rectangle – a rectangle<br>un carré – a square<br>petit – small<br>grand – big<br>c’est un grand cercle - it's a big circle<br>c’est un petit cercle - it's a little circle<br>c’est un cercle bleu - it's a blue circle<br>c'est un triangle rouge - it's a red triangle<br>qu’est-ce que c’est ? – what is it?<br>c’est un grand cercle, ou un petit cercle ? - is it a big circle or a little circle?<br>énorme – enormous | <b>Outcome</b><br>Children to produce a piece of Matisse inspired artwork and present orally in French |

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| <b>Future Learning</b> <ul style="list-style-type: none"><li>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.</li></ul>                       |                                                                                                                                                                                                                                                                                                                                                                                    | <b>Stimulus</b><br>songs, rhymes, video clips | <b>World of Work</b><br>foreign travel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>National Curriculum PoS</b> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul> | <b>Key Knowledge</b> <ul style="list-style-type: none"><li>Recognising and using adjectives of colour and size, being attentive to placement relative to the noun.</li><li>Showing awareness of the capital and identifying some key cultural landmarks.</li><li>Recognising cultural similarities and differences between customs and traditions in France and England.</li></ul> |                                               | <b>Possible evidence</b> <ul style="list-style-type: none"><li>Asking and/or answering simple questions and using short phrases to give information.</li><li>Practising speaking with a partner</li><li>Listening and repeating key phonemes with care and beginning to identify vowel sounds.</li><li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li><li>Listening and responding to single words and short phrases.</li><li>Following verbal instructions in French.</li><li>Responding to objects or images with a phrase or other verbal response.</li><li>Recognising some familiar words in written form and beginning to develop dictionary skills.</li><li>Identifying cognates and near cognates.</li><li>Experimenting with simple writing, copying with accuracy.</li><li>Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li><li>Listen and then select the correct decoration according to its colour.</li><li>Use software to produce artwork in the style of Matisse.</li></ul> |
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| <b>Year: Subject: French</b><br><b>PoS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Topic Question: Playground games – numbers and age</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Term - Spring 1 Curriculum - B</b>  |
| <b>Prior Knowledge</b> <ul style="list-style-type: none"> <li>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.</li> </ul> | <b>Key Vocabulary</b><br>un - one<br>deux - two<br>trois - three<br>quatre - four<br>cinq - five<br>six - six<br>plus (or you can use ‘et’) - plus<br>moins - minus<br>fait (literally ‘makes’) - equals<br>égale - equals<br>combien ? - how many?/how much?<br>à toi - your turn<br>à moi - my turn<br>j’ai gagné ! - I’ve won! | c’est - it is<br>sept - seven<br>huit - eight<br>neuf - nine<br>dix - ten<br>onze - eleven<br>douze - twelve<br>tu as quel âge? - how old are you?<br>j’ai [X] ans - I am [X] years old<br>l’intrus - odd one out<br>c’est qui? - who is it?<br>éliminé - out! (of the game)<br>(encore) plus vite - (even) faster<br>(encore) plus bas - (even) lower/quieter<br>il y a - there is/are<br>arrêtez ! - stop! | manqué - missed<br>gagné - won<br>oui - yes<br>la Seine et le Musée du Louvre - the Seine and the Louvre Museum<br>la Basilique du Sacré-Coeur de Montmartre - the Basilica of the Sacred Heart of Montmartre<br>la Cathédrale Notre-Dame de Paris - the Cathedral of Notre-Dame of Paris<br>la Tour Eiffel - the Eiffel Tower<br>L’Arc de Triomphe - the Arc de Triomphe<br>la Marelle - la Marelle (form of hopscotch)<br>le loup est-il passé ? - has the wolf passed?<br>point à point - dot to dot<br>une corde à sauter - a skipping rope<br>Petit Chaperon Rouge - Little Red Riding Hood<br>le ciel - heaven<br>la terre - earth | <b>Outcome</b><br>Children to work in pairs to give a presentation in French about our playground games                     |

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| <b>Future Learning</b> <ul style="list-style-type: none"> <li>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.</li> </ul>                            | <b>Stimulus</b><br>songs, rhymes, video clips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>World of Work</b><br>foreign travel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>National Curriculum PoS</b> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>describe people, places, things and actions orally</li> </ul> | <b>Key Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Possible evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French.</li> <li>To know that sentences are often structured differently in French and English.</li> <li>To know the sounds the common phonemes ‘eu’, ‘oi’, ‘ou’ and ‘ui’ make in French.</li> <li>To know the names of some Parisian landmarks.</li> <li>To know some French playground games.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Asking and/or answering simple questions and using short phrases to give information.</li> <li>Practising speaking with a partner</li> <li>Listening and repeating key phonemes with care and beginning to identify vowel sounds.</li> <li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li> <li>Listening and responding to single words and short phrases.</li> <li>Following verbal instructions in French.</li> <li>Responding to objects or images with a phrase or other verbal response.</li> <li>Recognising some familiar words in written form and beginning to develop dictionary skills.</li> <li>Identifying cognates and near cognates.</li> <li>Experimenting with simple writing, copying with accuracy.</li> <li>Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds (‘un’, ‘eu’, ‘oi’, and ‘in’).</li> <li>Join in with a song using actions.</li> <li>Respond to numbers by showing fingers or ticking on whiteboards.</li> <li>Ask and answer a question about their age.</li> <li>Recognise number words.</li> <li>Listen carefully and relate sounds to written phonemes.</li> <li>Recall numbers one to twelve with increasingly accurate pronunciation</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Application of Key Skills</b> <ul style="list-style-type: none"> <li>Asking and/or answering simple questions.</li> <li>Using short phrases to give information.</li> <li>Listening and repeating key phonemes with care.</li> <li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li> <li>Introducing self to a partner with simple phrases.</li> <li>Listening and responding to single words and short phrases.</li> <li>Following verbal instructions in French.</li> <li>Responding to objects or images with a phrase or other verbal response.</li> <li>Listening and identifying key words in rhymes and songs and joining in.</li> <li>Beginning to identify vowel sounds and combinations.</li> <li>Listening and noticing rhyming words.</li> <li>Recognising some familiar words in written form.</li> <li>Reading aloud some words from simple songs, stories and rhymes.</li> <li>Identifying cognates and near cognates.</li> <li>Recalling and writing simple words from memory.</li> <li>Identifying plurals of nouns.</li> <li>Showing awareness of the capital and identifying some key cultural landmarks.</li> <li>Recognising cultural similarities and differences between customs and traditions in France and England.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Year: Subject: French</b><br><b>PoS:</b> | <b>Topic Question: In a French classroom</b> | <b>Term - Spring 2 Curriculum - B</b>  |
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| <b>Prior Knowledge</b> <ul style="list-style-type: none"><li>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.</li></ul> | <b>Key vocabulary</b><br>écoutez - listen<br>regardez - look<br>parlez - speak<br>écrivez - write<br>lisez - read<br>ouvrez - open<br>fermez - close<br>asseyez-vous - sit down<br>levez-vous - stand up<br>faux - false<br>vrai - true                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | répétez ! - repeat<br>silence - silence<br>Jacques a dit - Jacques said<br>qu’est-ce qui manque ? - what’s missing?<br>un crayon - a pencil<br>un taille-crayon - a pencil sharpener<br>un stylo - a pen<br>un cahier - an exercise book | un sac - a bag<br>une règle - a ruler<br>une gomme - a rubber<br>une trousse - a pencil case<br>des ciseaux - some scissors<br>j’ai... - I have got...<br>je n’ai pas - I haven't got...<br>tu as...? - have you got ...?<br>dans mon sac ... - in my bag ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Outcome</b><br>Children to present to the class similarities and differences between school life in France and England. |
| <b>Future Learning</b> <ul style="list-style-type: none"><li>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.</li></ul>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          | <b>Stimulus</b><br>songs, rhymes, video clips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>World of Work</b><br>foreign travel                                                                                     |
| <b>National Curriculum PoS</b> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul>                                                                                                                            | <b>Key Knowledge</b> <ul style="list-style-type: none"><li>To know that in French, a space is needed before and after ? and !</li><li>To understand some of the similarities and differences between school in France and schools in the UK.</li><li>To understand that every French noun is either masculine or feminine.</li><li>To know that gender affects the form of the word un or une (the definite article).</li><li>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.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          | <b>Possible evidence</b> <ul style="list-style-type: none"><li>Experimenting with simple writing, copying with accuracy.</li><li>Show their understanding of key vocabulary with a physical response.</li><li>Attempt to accurately imitate the pronunciation of vocabulary.</li><li>Correctly identify masculine and feminine nouns in written form.</li><li>Use modelled language to create questions or sentences using appropriate articles.</li><li>Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.</li><li>Attempt to build their own sentences using a label as a model.</li><li>Speak clearly and present simple phrases when supported visually.</li><li>Use appropriate intonation to engage the audience.</li></ul> |                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Application of Key Skills</b> <ul style="list-style-type: none"><li>Asking and/or answering simple questions.</li><li>Forming simple statements with information including the negative.</li><li>Practising speaking with a partner.</li><li>Using short phrases to give information.</li><li>Beginning to adapt phrases from a rhyme/song.</li><li>Listening and repeating key phonemes with care.</li><li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li><li>Introducing self to a partner with simple phrases.</li><li>Recognising and using adjectives.</li><li>Listening and responding to single words and short phrases.</li><li>Following verbal instructions in French.</li><li>Responding to objects or images with a phrase or other verbal response.</li><li>Listening and identifying key words in rhymes and songs and joining in.</li><li>Beginning to identify vowel sounds and combinations.</li><li>Recognising some familiar words in written form.</li><li>Recalling and writing simple words from memory.</li><li>Experimenting with simple writing, copying with accuracy.</li><li>Recognising and using adjectives of colour and size.</li><li>Beginning to recognise gender of nouns, definite and indefinite article.</li><li>Identifying plurals of nouns.</li><li>Recognising adjectives and placement relative to the noun.</li><li>Beginning to understand that verbs have patterns.</li><li>Noticing the negative form.</li><li>Recognising cultural similarities and differences between customs and traditions in France and England.</li></ul> |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                            |

| Year: Subject: French<br>PoS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Topic Question: Transport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Term – Summer 1 Curriculum - B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                |
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| <b>Prior Knowledge</b> <ul style="list-style-type: none"><li>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.</li></ul> |  | <b>Key Vocabulary</b><br><br>je vais – I go<br>en - on, by, in<br>en vacances – on holiday<br>Il y a - there is/are<br>combien de...? - how many... ?<br>tu vas où? - where are you going?<br>je vais à... - I am going to...<br>tu vas comment? - how are you going?<br>je vais en... - I am going by...<br>puis - then<br>Comment tu vas à l'école? - How do you go to school?<br>Je vais à l'école - I go to school<br>Combien de personnes vont à l'école en bus? - How many people go to school by bus?<br>è (accent grave) - grave accent<br>é (accent aigu) - acute accent<br>un autobus - a bus<br>un avion - an aeroplane<br>un ballon - a balloon<br>un bateau- a boat<br>un ferry - a ferry<br>un hélicoptère - a helicopter<br>une moto - a motorbike<br>à pied – on foot<br>un scooter - a scooter (motorised)<br>un sous-marin - a submarine<br>un taxi - a taxi |  | <b>Key Vocabulary</b><br><br>un train - a train<br>à trottinette - by (push-along) scooter<br>un vélo - a bicycle<br>une voiture - a car<br>bleu - blue<br>blanc (m) - white<br>blanche (f) - white<br>jaune – yellow<br>je vais – I go<br>en - on, by, in<br>en vacances – on holiday<br>Il y a - there is/are<br>combien de...? - how many... ?<br>tu vas où? - where are you going?<br>je vais à... - I am going to...<br>tu vas comment? - how are you going?<br>je vais en... - I am going by...<br>puis - then<br>Comment tu vas à l'école? - How do you go to school?<br>Je vais à l'école - I go to school<br>Combien de personnes vont à l'école en bus? - How many people go to school by bus?<br>è (accent grave) - grave accent<br>é (accent aigu) - acute accent<br>un autobus - a bus<br>un avion - an aeroplane |  | <b>Outcome</b><br>Children to design a yes/no game in French for different method of transport |
| <b>Future Learning</b> <ul style="list-style-type: none"><li>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.</li></ul>                                                                                                                                                  |  | <b>Stimulus</b><br>songs, rhymes, video clips                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>World of Work</b><br>foreign travel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                |
| <b>National Curriculum PoS</b> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul>                                                                                                                            |  | <b>Key Knowledge</b> <ul style="list-style-type: none"><li>To know the phonemes oi, au, in and on.</li><li>To know that I need to change my intonation to ask and answer questions.</li><li>To know some French speaking countries around the world.</li><li>To understand that I can use a model sentence as a guide for building other sentences.</li><li>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train, whereas á is used when you are not getting into a form of transport e.g. à vélo (a bicycle).</li><li>To know that feminine nouns often (but not always) end in e.</li><li>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural).</li></ul>                                                    |  | <b>Possible evidence</b> <ul style="list-style-type: none"><li>Explain strategies for working out the meaning of words.</li><li>Recognise nouns that are cognates or near cognates.</li><li>Recognise transport words in written form.</li><li>Join in with a song using actions to aid recall.</li><li>Form simple statements about a picture, using and adapting a model.</li><li>Build phrases with generally accurate pronunciation.</li><li>Write a simple sentence, including forming two different accents.</li></ul>                                                                                                                                                                                                                                                                                                   |  |                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Application of Key Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                |

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|  | <ul style="list-style-type: none"> <li>Asking and/or answering simple questions.</li> <li>Practising speaking with a partner.</li> <li>Using short phrases to give information.</li> <li>Beginning to adapt phrases from a rhyme/song.</li> <li>Listening and repeating key phonemes with care.</li> <li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li> <li>Recognising and using adjectives.</li> <li>Listening and responding to single words and short phrases.</li> <li>Responding to objects or images with a phrase or other verbal response.</li> <li>Listening and identifying key words in rhymes and songs and joining in.</li> <li>Beginning to identify vowel sounds and combinations.</li> <li>Recognising some familiar words in written form.</li> <li>Identifying cognates and near cognates.</li> <li>Recalling and writing simple words from memory.</li> <li>Experimenting with simple writing, copying with accuracy.</li> <li>Beginning to recognise gender of nouns, definite and indefinite article.</li> <li>Identifying plurals of nouns.</li> <li>Recognising adjectives and placement relative to the noun.</li> <li>Beginning to understand that verbs have patterns.</li> <li>Beginning to use prepositions.</li> <li>Recognising that different languages are spoken in the community/world.</li> <li>Recognising cultural similarities and differences between customs and traditions in France and England.</li> </ul> |  |
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| Year: Subject: French<br>PoS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Topic Question: A circle of life in French                                                                                                                                                                                                                                                                                                                                                                                                           |  | Term - Summer 2 Curriculum - B                                                                                                                                                                                                                                                                                                                                             |  |                                                                                       |
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| <b>Prior Knowledge</b> <ul style="list-style-type: none"><li>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.</li></ul> |  | <b>Key Vocabulary</b><br>les animaux - the animals<br>un lapin - a rabbit<br>un loup - a wolf<br>un oiseau - a bird<br>un poisson - a fish<br>un serpent - a snake<br>un singe - a monkey<br>un ver - a worm<br>une baleine - a whale<br>une grenouille - a frog<br>une tortue - a tortoise<br>le - the (for masc. singular nouns)<br>la - the (for fem. singular nouns)<br>l' - the (for singular nouns beginning with a vowel or an 'h' (usually)) |  | <b>Key Vocabulary</b><br>qui ? - who?<br>où est ? - where is?<br>il/elle habite - he/she/it lives<br>dans – in<br>la jungle - the jungle<br>le désert - the desert<br>la forêt - the forest<br>la savane - the savannah<br>la mer - the sea<br>l'étang - the pond (masc.)<br>le lapin - the rabbit<br>le loup - the wolf<br>le singe - the monkey<br>le poisson - the fish |  | <b>Outcome</b><br>Children to present their knowledge as a shirt PowerPoint in French |
| <b>Future Learning</b> <ul style="list-style-type: none"><li>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.</li></ul>                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Stimulus</b><br>songs, rhymes, video clips                                                                                                                                                                                                                                                                                                                              |  | <b>World of Work</b><br>foreign travel                                                |
| <b>National Curriculum PoS</b> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Key Knowledge</b> <ul style="list-style-type: none"><li>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator</li><li>To know that a bilingual dictionary is a special dictionary to translate words from one language to another</li></ul>                                                                                                                       |  | <b>Possible evidence</b> <ul style="list-style-type: none"><li>Source new vocabulary from the dictionary and apply the appropriate indefinite article (<b>un/une</b>).</li><li>Build a range of sentences from the model, selecting appropriate vocabulary.</li><li>Create a sentence in the negative form.</li></ul>                                                      |  |                                                                                       |

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| <ul style="list-style-type: none"><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• describe people, places, things and actions orally</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the words are listed in English</li><li>• To know that placing ne and pas around a verb makes the verb negative</li><li>• To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)</li></ul> | <ul style="list-style-type: none"><li>• Identify some different word classes in a sentence.</li><li>• Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.</li><li>• Attempt to decode new sentences using their context and sentence structure.</li><li>• Apply understanding of the sentence structure to generate new phrases.</li></ul> |
| <div>Application of Key Skills</div> <ul style="list-style-type: none"><li>• Asking and/or answering simple questions</li><li>• Practising speaking with a partner</li><li>• Using short phrases to give information</li><li>• Listening and repeating key phonemes with care</li><li>• Repeating short phrases accurately, including liaison of final consonant before vowel</li><li>• Listening and responding to single words and short phrases</li><li>• Following verbal instructions in French</li><li>• Responding to objects or images with a phrase or other verbal response</li><li>• Listening and identifying key words in rhymes and songs and joining in</li><li>• Beginning to identify vowel sounds and combinations</li><li>• Recognising some familiar words in written form</li><li>• Beginning to develop dictionary skills</li><li>• Identifying cognates and near cognates</li><li>• Experimenting with simple writing, copying with accuracy</li><li>• Beginning to recognise gender of nouns, definite and indefinite article</li><li>• Identifying plurals of nouns</li><li>• Beginning to understand that verbs have patterns</li><li>• Noticing the negative form</li><li>• Beginning to use prepositions</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                          |