

Year: 3/4 PoS:		Subject: French	Topic Question/Title: This is Me	Term - Autumn 1	Curriculum - A	
<u>Prior Knowledge</u>			<u>Key vocabulary</u> - Bonjour - Bonsoir - Bonne nuit - Salut - Je m'appelle - Comment tu t'appelles ? - Ça va ? - Ça va - Ça va bien - Ça va très bien - Ça ne va pas - Ça va mal		<u>Outcome</u> Children to write and reply to notes from a friend.	
<u>Future Learning</u> In year 5/6 children will learn- 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.			<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher,translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally			<u>Key Knowledge</u> - How the key phonemes u, on, and ou sound. - How the acute accent è and the cedilla ç change the sound of the letter they are placed on in a word. - Vocabulary for different greetings, introductions and feelings. - That in French there are formal and informal greetings.		<u>Possible evidence</u> - Recognise and respond to different greetings. - Recognise and sound out phonemes and begin to notice key phonemes in French words. - Form phrases to say hello and introduce themselves. - Begin to recognise how some sounds are represented in written form. - Ask someone how they are feeling and say how they are feeling. - Relate written captions to images.	
			<u>Application of Key Skills</u> - Listening and responding to single words and short phrases. - Asking and/or answering simple questions. - Beginning to understand and notice cognates. - Listening and repeating key phonemes with care. - Recognising some familiar French words in written form. - Writing some familiar French words and phrases accurately. - Pronouncing words containing the phonemes on, ou, and the letters ç and u accurately.			

Year: 3/4 Subject: French		Topic Question/Title: School Days (yr3/4 Kapow cycle B)		Term - Autumn 2	Curriculum - A
PoS:					
<u>Prior Knowledge</u>		<u>Key vocabulary</u> le/la/l'/les un/une et l'école dans ma salle de classe il y a il n'y a pas de/d' j'étudie un emploi du temps ouvrez les yeux fermez les yeux		<u>Outcome</u> Children to ask and answer questions with their partner about the school day	
<u>Future Learning</u> In year 5/6 children will learn- 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.					
		<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher,translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		Key Knowledge To know: Phonics - Accurately repeating words containing the phonemes eu, oi, in, on, ou and writing these correctly. Grammar - Some words are cognates: they have the same spelling and meaning in French and English. - Some letters carry accents and these change the sound of those letters. - Every French noun is either masculine or feminine. - The gender of a French noun determines its definite article. - The gender of a noun affects the form of the indefinite article un or une. Il y a is used to say ‘there is/are’. - When we turn the statement il y a (there is/are) into a negative il n’y a pas de/d’ (there is not) then we change the article from un/une to de/d’ (d’ if the noun begins with a vowel). - Basic sentence structure English and French have the same pattern: subject + verb + object.		Possible evidence - Deduce the meaning of new words using a range of language detective skills. - Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. - Speak clearly and present simple phrases using a visual support. - Explain what there is and is not in a classroom. - Correctly identify masculine and feminine nouns in written form. - Extract key information from a written text. - Use modelled language to create sentences containing appropriate articles. - Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links.	
		Application of Key Skills			
		Language comprehension - Spontaneously identifying cognates and near cognates. - Recognising some familiar French words in written form. - Following verbal instructions in French. - Selecting the correct form of the definite and indefinite articles. - Listening to and transcribing familiar language with an increasing degree of accuracy. Language production - Speaking with a partner to give information. - Using short phrases to give information. - Forming statements with information including the negative. - Repeating new language accurately.			

Year: 3/4 Subject: French		Topic Question/Title: Birthday Celebrations (yr3/4 Kapow cycle B)		Term - Spring 1	Curriculum - A
<u>Prior Knowledge</u>		<u>Key vocabulary</u> la date quelle est la date ? quelle est la date de ton anniversaire ? quel âge as-tu ? j'ai huit ans joyeux anniversaire ! pour mon anniversaire je voudrais un/une		<u>Outcome</u> Children to present to the class in French about their birthday and how it is celebrated	
<u>Future Learning</u> In year 5/6 children will learn- 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.					
		<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		<u>Key Knowledge</u> To know: Phonics To become familiar with the key phonemes oi, in, eu, eau and those that are represented by the letters z/s, x and i. Grammar To know months, seasons, and days of the week in French are not capitalised unless used at the beginning of a sentence. To know c’est means ‘it is’. To know bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. To know in French un, and une are the equivalents of ‘a/an’. To know the gender of a noun affects the form of the indefinite article un or une. To know in French the verb ‘to have’ is used for talking about age whereas the verb ‘to be’ is used in English. <u>Application of Key Skills</u> Language production - Using a variety of conversational phrases. - Applying knowledge of cognates and near cognates to work out the meaning of new vocabulary. - Repeating phrases with increasingly accurate pronunciation. - Using short phrases to give information. - Selecting the correct indefinite article by referring to the gender of a noun. - Adapting and extending a written model to create new phrases. - Using a knowledge organiser and a bilingual dictionary to check spelling and source new vocabulary. Cultural awareness - Recognising similarities and differences between customs and traditions in France and the UK.		<u>Possible evidence</u> - Say the numbers 1-31 in French. - Read and calculate Maths sums correctly. - Match French months to their English equivalents. - Ask when someone’s birthday is and say when their birthday is. - Compare similarities and differences between birthdays in the UK and France. - Write sentences to create a wish list, describing things orally and in writing. - Appreciate songs in the language. - Compare French festivals and their traditions with English ones.	

Year: 3/4 Subject: French		Topic Question/Title: Colourful Creatures		Term - Spring 2	Curriculum - A		
<u>Prior Knowledge</u>		<u>Key vocabulary</u> c'est bleu(e) énorme grand(e) jaune minuscule petit(e) orange rose rouge vert violet			<u>Outcome</u> Children to prepare and present a short written task about what is in their school bag.		
<u>Future Learning</u> In year 5/6 children will learn- 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.					<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel		
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		<u>Key Knowledge</u> - To know that all nouns in French have a gender and that they are either masculine or feminine. - To know that not all nouns that end in ‘e’ are feminine. - To know that word order can differ in French compared to English. - To know that adjectives of size go before the noun and adjectives of colour go after the noun in French. - To know that some adjectives are irregular and do not follow a pattern. - To know that adjectives must agree with the gender and number of the noun they are describing. - To know how to find the gender of a noun by looking it up in the dictionary.			<u>Possible evidence</u> - Notice cognates and near-cognates. - Use a dictionary to research the meaning of relevant vocabulary. - Recognise and sort nouns by gender, and explain the effect this may have on an adjective. - Recognise rules of agreement. - Select the correct form of an adjective to ensure it agrees with the noun it describes. - Use appropriate words and phrases to adapt model sentences. - Identify similarities and differences between word order in French and English.		
<u>Application of Key Skills</u> - Pronouncing key phonemes found in colour adjectives correctly. - Asking and answering questions. - Identifying and discussing cognates and near-cognates and continuing to explore various language detective strategies. - Selecting the correct indefinite article according to the gender of the noun. - Placing different types of adjectives in the correct place in a phrase. - Giving spoken and written information using a range of familiar structures, with some manipulation of language and the use of a knowledge organiser for support. - Following a conversation, listening, and reading at the same time. - Adapting a model to create spoken and written descriptive sentences.							

Year: 3/4 Subject: French		Topic Question/Title: Fabulous French Food		Term - Summer 1 Curriculum - A	
PoS:					
<u>Prior Knowledge</u>		<u>Key vocabulary</u> vous désirez ? je voudrais s'il vous plaît merci l'addition au revoir l'entrée le plat le dessert une boisson j'aime je n'aime pas		<u>Outcome</u> To role play visiting a French restaurant	
<u>Future Learning</u> In year 5/6 children will learn- 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.					
		<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		<u>Key Knowledge</u> Key knowledge Phonics - To become familiar with the key phonemes ch, ou, an, in, j/g before e or i. Grammar - How intonation and gesture are used to differentiate between statements and questions. - Basic sentence structure in English and French has the same pattern: subject + verb + object. - Conjunctions such as et can be used to link phrases. - Some words are cognates: they have the same spelling and meaning in French and English: la pizza, le hot-dog. - Accents in French can change the sound of a letter. - Placing ne...pas around the verb makes it negative: ne + verb + pas. Cultural awareness - To know the currency used in France is euros and to recognise some of the notes and coins. - In French there is a formal and informal version of the word for ‘you’ and when to use which one.		<u>Possible evidence</u> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - Use the indefinite articles un and une correctly. - Speak in sentences, using familiar vocabulary, phrases and basic language structures. - Present ideas and information orally to a range of audience. - Read carefully and show understanding of words, phrases and simple writing. - Show understanding of spoken language by joining in and responding. - Apply language detective strategies to decode the meaning of new words. - Adapt a written model using support materials including a <i>Knowledge organiser</i>.	
		<u>Application of Key Skills</u> - Asking and responding to questions in a café conversation. - Forming opinion phrases, including use of the negative. - Speaking in full sentences using known vocabulary. - Rehearsing and performing a role play. - Using a bilingual dictionary to find the meaning of unknown words and check spelling. - Using a model to form spoken and written sentences. - Using conversational phrases for purposeful dialogue.			

Year: 3/4 PoS:		Subject: French		Topic Question/Title: Gourmet Tour of France		Term - Summer 2		Curriculum - A			
<u>Prior Knowledge</u>				<u>Key vocabulary</u> j'adore j'aime je n'aime pas je déteste car c'est bon délicieux horrible fade Ma nourriture préférée c'est le/la ...				<u>Outcome</u> Present a summary/report/diary of their culinary trip around France			
<u>Future Learning</u> In year 5/6 children will learn- 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.											
				<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>				<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel			
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally				<u>Key Knowledge</u> <u>Phonics</u> - To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). <u>Grammar</u> To know: - Some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. - The word order is sometimes different in French compared to English. - How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). - You can make a statement into a question simply by changing the intonation of your voice in French. - The gender affects the form of the indefinite article un or une. - Feminine nouns often (but not always) end in ‘e’. - That je/j’, tu and vous are subject pronouns. - Placing ne...pas around the verb makes it negative: ne + [verb] + pas. - The endings of verbs change according to the subject. - That conjunctions such as et – and, and mais – but, can be used to join clauses. - That basic sentence structures in English and French have the same pattern: [subject] + [verb] + [object]. - Bilingual dictionary abbreviations provide grammatical information about nouns and other French words. <u>Cultural awareness</u>				<u>Possible evidence</u> - Listen and respond to single words, short phrases and full sentences. - Follow a short text or rhyme, listening and reading at the same time. - Recognise some familiar French words in written form. - Begin to understand and notice cognates and near cognates. - Begin to explore various language detective strategies. - Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. - Use visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. - Discuss similarities and differences between customs and traditions in France and the UK. - Discover French festivals and their traditions. - Order typical French food and/or drink.			

	• Discussing similarities and differences between customs and traditions in France and the UK. • Discovering French festivals and their traditions.	
	Application of Key Skills	
	Language comprehension • Listening and responding to single words, short phrases and full sentences. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Language production • Recognising, asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Beginning to form opinion phrases. • Using short phrases to give information. • Using a model to form a spoken sentence. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. • Choosing appropriate adjectives from a range of adjectives.	