

Y3 Term 1

Y3 pupils start by finding out about where French is spoken. They begin to find out about life in France and some of the traditions associated with Christmas.

They encounter some key phonic sounds and different accents in French.

They learn how to introduce themselves and to ask and respond to how people are feeling. Children are exposed to numbers 1 to 12 and practising saying their age and asking and answering simple questions.

They take part in a French finger rhyme and sing songs in the foreign language.

Speaking

Listening

Reading

Writing

intercultural

Understanding

revisiting



Title/Facilitating Content	Learning Objectives	Examples of Activities	Key Vocab.	Grammar/Knowledge about Language	Phonics	Culture
1. Bonjour! Ça ca Greetings, introductions	<p>to understand that French is spoken in different countries</p> <p>to listen attentively and be able to take part in a French finger rhyme</p> <p>to offer and respond to greetings</p> <p>to ask and answer questions about how we are feeling</p> <p>to look at text of rhyme and a set of instructions and begin to decode</p> <p>to become familiar with the formation of Ç in French</p>	<p>Making finger puppets (using TL instructions)</p> <p>Joining in with finger rhyme</p> <p>Join in with French greetings song</p> <p>Mix pair share class activity to practise greetings and introductions (using French names)</p> <p>Use paper plates with smiley/unhappy faces as speaking prompt</p>	<p>Bonjour! Salut! Bonsoir Au revoir À bientôt</p> <p>Comment t'appelles-tu? Je m'appelle</p> <p>Ça va? Ça va bien/ très bien Pas mal Ça va mal</p>	<p>to understand that some letters have accents in French</p> <p>recognising the difference between 1st and 2nd person verb conjugation</p>	<p>on</p> <p>j</p> <p>oi</p>	<p>Locating French speaking countries on a map</p> <p>Finding out about typical French names</p>

<p>2. Quel numéro?</p> <p>Numbers 1-12</p> <p>Asking about and giving our age</p>	<p>I can pronounce numbers 1-12 accurately</p> <p>I can recognise spoken words and respond.</p> <p>I can say my age and ask how old someone is.</p> <p>I can copy single words correctly.</p> <p>I can read out familiar written words.</p>	<p>Gap fill activities.</p> <p>Number games (elf)</p> <p>Number song</p> <p>Maths in French</p> <p>Initial predictions about pronunciation of numbers based on prior phonics work</p> <p>lotto</p>	<p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p> <p>Quel âge as-tu? J'ai _____ ans.</p>	<p>Understanding that French ages are expressed using 'have'.</p> <p>Silent letters</p> <p>1st and 2nd person of avoir.</p>	<p>on</p> <p>j</p> <p>oi</p> <p>eu</p> <p>qu</p>	<p>Understanding that some French number digits are formed differently.</p> <p>Recognising that the date format is different in French</p>
<p>3. Joyeux Noël!</p> <p>Christmas and New Year words and traditions</p>	<p>I understand that celebrations are different in different countries</p> <p>I can pronounce some words associated with a key festival in France.</p> <p>I can write a greeting.</p> <p>I can read and understand familiar vocabulary.</p>	<p>Singing French Christmas songs</p> <p>Making Christmas cards and writing a French greeting</p> <p>Colouring in Christmas colour scene using French colour key.</p> <p>Finding out about French Christmas food.</p>	<p>Joyeux Noël Bonne Année! le Père de Noël la neige le bonhomme de neige le cadeau l'ange l'arbre de Noël</p>	<p>Gender</p>	<p>j</p> <p>eu</p> <p>eau</p> <p>on</p>	<p>Traditions associated with Advent, Christmas and New Year</p>

Y3 Term 2

The children find out about two important cultural and religious festivals in France. (Valentine's Day and Easter)

They add to their bank of phonic sounds in French and have regular opportunities to practise them.

They start to write sentences in French incorporates their understanding of literacy skills gained in English.

Children learn the words for things they use in the classroom so that every opportunity is used to use words in a real context.

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<p>4. Quel est ta couleur préférée?</p> <p>Colours</p>	<p>I can pronounce 9 colour words.</p> <p>I can write a sentence involving a description of colour based on a model.</p> <p>I can read out my colour sentence.</p> <p>I can express a preference.</p>	<p>Human sentence arranging words on flashcards into a logical order.</p> <p>Creating a colourful creature and writing a sentence to describe it.</p> <p>Singing colour songs to consolidate vocab.</p> <p>Class survey on favourite colours</p>	<p>rouge, bleu, vert, orange, jaune, marron, rose, violet, gris, blanc, noir</p> <p>C'est ___ ? Non, ce n'est pas _____. Oui c'est _____.</p> <p>et</p> <p>Ma couleur préférée c'est _____. Quelle est ta couleur préférée?</p>	<p>Consolidation of literacy skills in English with regards to punctuation and sentence structure.</p> <p>Introduction of negative.</p> <p>Use of conjunction 'et'</p> <p>Possessive pronoun 'my' and 'your'</p>	<p>je</p> <p>eu</p> <p>oi</p> <p>ou</p> <p>on</p>	<p>Describing the colours of the French flag</p>
<p>5. Dans la Salle de Classe</p> <p>Naming classroom objects and furniture</p> <p>Understanding classroom instructions</p>	<p>I can make and respond to requests for key lexical items.</p> <p>I can copy words accurately with an awareness of accents.</p> <p>I can recognise and respond to lexical items and begin to understand other details.</p>	<p>Asking partner for classroom items and responding to requests for same.</p> <p>Drawing and labelling the contents of a pencil case.</p> <p>Listen and respond with actions to classroom instructions</p>	<p>le crayon le bic le feutre</p> <p>le baton de colle la gomme la règle</p> <p>la chaise la table la fenêtre la porte le tableau l'ordinateur</p> <p>Tu as _____ ?</p>	<p>1st and 2nd person of 'avoir'</p> <p>Revisit gender</p> <p>Exposure to a variety of plural forms in French</p>	<p>ez</p>	<p>Children begin to find out about similarities and differences between French and English schools.</p>

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	I can understand the key details in a written description.	Simon says with instructions	J'ai _____ Levez-vous Asseyez-vous Silence! Regardez Écoutez Répétez			
Joyeuses Pâques!	I understand that religious festivals are interpreted slightly differently in different countries. I can understand the key details in short phrases	Making a French Easter book Easter rhyme	Joyeuses Pâques un oeuf un lapin les cloches du chocolat un poussin l'église		in	

Y3 Term 3

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<p>6. Où habites-tu?</p>	<p>I can name some French cities and know some information about them.</p> <p>I can pronounce country names in French.</p> <p>I can ask and answer questions about where I live.</p>	<p>Labelling French towns on a map.</p> <p>Using cue cards as stimulus for speaking work.</p>	<p>Various French towns</p> <p>l'Angleterre la France la Suisse la Belgique le Luxembourg le Canada</p> <p>l'Espagne l'Italie le Portugal</p> <p>la capitale</p>	<p>1st, 2nd and 3rd person conjugation of 'habiter'</p>	<p>h (at beginning of words)</p>	<p>learning traditional songs linked to a French town eg. 'Sur le pont d'Avignon'.</p> <p>Recapping French speaking countries</p>
<p>7. Le Corps</p>	<p>I can name parts of the body with accurate pronunciation.</p> <p>I can label a diagram accurately using correct genders.</p> <p>I can listen and respond based on identifying words I hear.</p> <p>I can pick out the key details from short texts.</p>	<p>Beetle drive game using French numbers for dice throws and words for body parts.</p> <p>Simon says game.</p> <p>Songs:</p> <ul style="list-style-type: none"> (BBC Teach le, la) tête, épaule, genou, pied <p>Labelling a picture of a celebrity/staff member</p>	<p>le corps la tête le bras la main la jambe le pied l'épaule le genou</p> <p>les cheveux les yeux les oreilles le nez la bouche les dents</p>	<p>Revisiting awareness of gender from previous learning.</p>	<p>ou</p> <p>j</p> <p>eu</p> <p>ez</p> <p>in</p>	<p>Traditional song: 'Savez-vous planter les choux?' (planting cabbages with different body parts).</p>

		Ext. using a bilingual dictionary to look up other body parts. Listen and point to correct body part (pair work and teacher led)				
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Y4 Term 1

Children will build on their conversational skills and be able to discuss the weather in French. They will learn how to present to an audience and will present a weather forecast incorporating their prior learning about French towns.

They will begin to engage with verb conjugations with a regular verb (jouer) in the hobbies topic.

Children will revisit the formation of simple sentences and incorporate use of conjunctions where possible.

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8. Quel temps fait-il?	I can ask and answer questions in French. I can plan a presentation collaboratively and present to an audience.	Prepare and deliver a weather forecast. Listen and respond with appropriate action.	Quel temps fait-il? Il fait beau. Il fait mauvais. Il fait chaud. Il fait froid. Il y a du vent.	Quantifiers and connectives	oi eau eu	Climate differences between north and south of France Climate in other Francophone countries

	<p>I can write out a weather forecast script.</p> <p>I can understand the key details of a spoken forecast.</p>	<p>Pass the bag activity: Music stops and child holding bag removes a prop linked to the weather.</p> <p>Complete a table based on listening comprehension.</p>	<p>Il y a du soleil. Il pleut. Il neige.</p>			
<p>9. Tu aimes le sport?</p> <p>Sports and expressing preferences</p>	<p>I begin to understand about verb conjugation.</p> <p>I understand written phrases about hobbies.</p> <p>I can form a sentence using a regular verb both orally and in writing.</p>	<p>Charades</p> <p>Write an activity diary</p> <p>Reading comprehension – decoding short written texts.</p> <p>Write captions/speech bubbles for sporting celebrities.</p> <p>Surveys</p> <p>Dice activity to generate random sentences using different parts of the verb.</p>	<p>Je joue Tu joues Il/Elle/On joue Nous jouons Vous jouez Ils/Elles jouent</p> <p>au football rugby basket cricket golf tennis ping pong</p>	<p>Conjugating a regular 'er' verb.</p> <p>J'aime plus infinitive</p>	<p>j</p>	<p>Popular French sports – handball, boules</p>

Y4 Term 2

Children will learn some words for pets in order to be able to discuss something meaningful/personal to them. They will describe real or imagined pets and reuse words for numbers and colours in a new context. They will learn additional adjectives to extend their writing and include – where possible – quantifiers.

They will begin to understand the first 3 forms of the verb 'avoir'.

Children will develop their confidence with numbers and learn up to 31. By looking at the month words, they will find out how to say their birthday and become aware of ordinals.

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10. Tu as un animal?	<p>I can have a short conversation in French in which I ask and answer a familiar question.</p> <p>I can apply phonic knowledge to approximate French pronunciation.</p> <p>I can understand written descriptions of pets by using a range of language learning strategies.</p> <p>I can write a short description of an animal using a range of adjectives.</p>	<p>Complete a survey about pets we own.</p> <p>Listen and identify key details in a spoken utterance.</p>	<p>Tu as un animal? J'ai _____</p> <p>un chat une souris un oiseau un hamster un lapin un cochon d'Inde</p> <p>grand (e) petit (e) sympa méchant (e) actif (active) paresseux / paresseuse intelligent</p>	<p>Plural forms</p> <p>Forming a negative sentence</p> <p>1st, 2nd and 3rd forms of avoir</p> <p>Framing questions – use of intonation to change meaning</p>	<p>ch</p> <p>oi</p> <p>in</p> <p>ou</p> <p>eu</p>	

11. Les Numéros 1-31	I can recognise written and spoken higher numbers.	Lotto – listening and responding. Saying the date in the T.L. Sums in T.L.	treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt et un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente et un	Conventions around writing the date in French		
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Y4 Term 3

Children will have the opportunity to consolidate their understanding of 1st, 2nd and 3rd forms of the verb 'avoir'. They will use them in the context of brothers and sisters to further develop their ability to introduce themselves.

They will be able to draw on their knowledge of numbers and adjectives describing character to describe people in their family.

Children will have the opportunity to demonstrate their ability to describe their family in a creative way which incorporates a longer, more complex text than in Y3.

- Speaking
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<p>12. Quelle est la date de ton anniversaire?</p>	<p>To become familiar with days and months and to be able to write them confidently.</p> <p>To understand conventions around dates in French.</p> <p>To listen and respond to key words</p>	<p>Stand up when you hear your birthday month</p> <p>Create months poster</p>	<p>lundi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>Use of lower case for days</p>	<p>eu</p> <p>ch</p>	<p>Children understand that cultural reference points in national calendars can be different.</p>
<p>13. Tu as de frères ou de soeurs?</p>	<p>To develop confidence in asking and answering questions in French.</p> <p>I can describe who is in my family.</p> <p>To develop confidence in using the verb 'avoir'.</p>	<p>Write a mini book about an imaginary family.</p> <p>Complete survey about siblings.</p> <p>Write sentences about numbers of siblings which link to stick people images.</p> <p>Role play introducing people in your imaginary family (group work).</p>	<p>la mère (maman) le père (papa) la soeur le frère la tante l'oncle la grandmère le grandpère</p>	<p>Tu as des frères ou des soeurs?</p>	<p>ère</p> <p>on</p>	
<p>14. Le Radis Géant</p>	<p>To follow and enjoy a familiar story in T.L.</p>	<p>Listen to story and join in at key points</p> <p>Act out the story using props</p> <p>Complete gap fill activity based on repeated phrases.</p>	<p>le radis</p> <p>la petite fille</p>	<p>-</p>		<p>Discussion about traditional folk tales translated into different languages</p>

Y5 Term 1

Children will learn how to pronounce letters of the alphabet so that they can begin to spell words in French. They will revisit previous learning related to introductions and extend with the addition of spellings.

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15. Comment ça s'écrit?	I can pronounce letters of the alphabet and recognise letters when they are used in spellings.	Alphabet chant army style. Taking part in role plays involving several exchanges. (Names and spellings) Hangman	Comment ça s'écrit?	N/A	Single letter sounds (as opposed to letter strings)	N/A
16.						