

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<b><u>To revisit and refresh areas of learning from last year’s curriculum</u></b> I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I can ask and answer appropriate questions used in basic conversations, including greetings. I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme. I can recall French colours, numbers, action verbs, pencil case equipment I can review my own learning and identify areas I’m doing well in and areas to improve.	Revisit Physical French Phonics chart for all 26 phonemes  Physical French Phonics: Colour Words	Children perform the corresponding action for each of the pictures representing the 26 key phonemes  Segmenting and blending x11 colour words
<b><u>2.To listen and demonstrate understanding of words in songs and rhymes</u></b> I can ask appropriate questions and answers used in basic conversations, including greetings I can begin to recognize and count numbers 0-20 I can identify some of the phonemes and graphemes that correspond to the 26 key sounds in numbers 11-20 I can listen to and join in with a rhyme about the seasons I can begin to read, say and understand some French clothing words (t-shirt, jumper, trousers and hat)	Revisit Physical French Phonics chart for all 26 phonemes  Phonemes and graphemes in numbers 1-20: <b>onze, douze, treize, quatorze, quinze, seize, vingt</b> (others found in year 3 numbers)  Phonemes in clothing words: <b>un tee-shirt, un pull, un chapeau</b> and <b>un pantalon</b>	Children perform the corresponding action for each of the pictures representing the 26 key phonemes  Listen and join in with interactive counting slides. Use Physical French Phonics approach to learn the numbers 11-20 matching the pictures and actions to the sounds and graphemes. Complete numbers worksheet and fill in the missing words.  Using interactive slides. Listen and repeat clothing words– segmenting and blending
<b><u>3.To read and show understanding of simple familiar phrases and short sentences in a story</u></b> I can ask appropriate questions and answers used in basic conversations, including greetings I can count numbers 0-20 I can listen and recognise numbers 11-20 when playing a game I can join in with a rhyme about the seasons and know the French words for Spring, Summer, Autumn and Winter. I can listen to a story and identify some of the French clothing words I can use my knowledge of phonics to work out unfamiliar words	Correct pronunciation of numbers 0-20 Phonemes and graphemes in clothing words: <b>un tee-shirt, un pull, un chapeau, un pantalon and une culotte</b> Using phonics knowledge to work out unfamiliar clothing words: <b>des bottes, des chaussettes</b> and <b>un manteau</b>	Interactive counting slides Interactive clothing slides, including segmenting, blending and predicting how to pronounce new clothing vocabulary. Complete the matching activity on the worksheet.
<b><u>4. To write and say a simple phrase to describe people using a noun, verb, pronoun and conjunction</u></b> I can ask appropriate questions and answers used in basic conversations, including greetings. I can read and show understanding of short phrases in poems, songs and stories using my knowledge of some letter string sounds. I can use singular and plural indefinite articles with clothing nouns. I can write and say a simple phrase to describe what I am wearing today using nouns, a verb, a pronoun and a conjunction. I can count in French from 0-20	Correct pronunciation of numbers 0-20  téléphone, prend, lapin, automne	Interactive counting slides  Look at these x4 words from the <b>story ‘L’automne arrive’</b> and put them in alphabetical order.

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>5.<u>To listen and join in with the words of a story sometimes from memory.</u></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings. I can know the French numbers 0-20 I know the meaning of several clothing nouns. I recognise and understand the difference between masculine and feminine nouns and singular and plural nouns. I can use indefinite articles and possessive adjectives I can listen and join in with a traditional story I can review my own learning by completing a self-assessment and identify areas I’m doing well in and areas to improve.</p>	<p>Reinforce correct pronunciation of clothing vocabulary Highlight liaison when using the phrase—’C’est un/une</p>	<p>Interactive slides</p>
<p>6<u>To order words alphabetically and begin to use a bi-lingual French Dictionary to understand new words</u></p> <p>I can use my knowledge organizer, games and songs to help me memorise language such as numbers, seasons, clothing, colours and classroom equipment I can recall clothing nouns and say sentences using ‘c’est’ or ‘ce sont’ and possessive adjectives mon, ma and mes I can begin to count up and down to 31 I can develop dictionary skills and organise words into alphabetical order I can use both parts of a Bi-lingual French dictionary to find out the meanings of French words or how to say a particular English word in French</p>	<p>Reinforce correct pronunciation of clothing vocabulary Highlight liaison when using the phrase—’C’est <b>un</b>/une</p> <p>Reinforce correct pronunciation of numbers 0-20 Numbers 21-31 <b>rente</b> (Use other sounds from smaller numbers)</p> <p>Correct pronunciation of the French alphabet Knowledge of phonics when reading unfamiliar words</p>	<p>Behind door clothing game Join in with numbers songs rap Listen and join in counting up to 31 and play stand up bingo with numbers 21—31</p> <p>Sing the <b>song ‘L’alphabet français’</b> Use the Physical French Phonics approach to attempt a selection of random, unfamiliar vocabulary. Arrange the selection of random vocabulary in to alphabetical order and use a bi-lingual dictionary to find their meanings. Use the ‘Physical French Phonics’ approach to learn the days of the week. Sing the <b>song ‘Les jours de la semaine’</b></p>
<p>7<u>To listen and show understanding of single words/short phrases</u></p> <p>I recognize numbers from 0-31 and count up and down more confidently I can remember how to spell some of the French colour words I can identify sounds in the days of the week, perform the actions and blend to make the word. I can join in with songs. I can use my knowledge organizer, phonics strategies, games and a song to help me memorise language such as numbers and days of the week</p>	<p><u>Les jours</u> *(Monday) <b>lundi</b> <i>un</i> *<b>lundi</b> <i>i</i> *(Tuesday) <b>mardi</b> <i>a</i> *<b>mardi</b> <i>r</i> *<b>mardi</b> <i>i</i> *(Wednesday) <b>mercredi</b> <i>e before 2 consonants</i> *<b>mercredi</b> <i>r</i> *<b>mercredi</b> <i>c</i> *<b>mercredi</b> <i>e before 1 consonant</i> *<b>mercredi</b> <i>i</i> *(Thursday) <b>jeudi</b> <i>j</i> *<b>jeudi</b> <i>eu</i> *<b>jeudi</b> <i>i</i> *(Friday) <b>vendredi</b> <i>en</i> *<b>vendredi</b> <i>r</i> *<b>vendredi</b> <i>e</i> *<b>vendredi</b> <i>i</i> *(Saturday) *<b>samedi</b> *<b>samedi</b> *<b>samedi</b> *(Sunday) *<b>dimanche</b> <i>i</i> *<b>dimanche</b> <i>an</i> *<b>Dimanche</b> <i>ch</i> *<b>Silent letters in samedi Dimanche</b></p>	<p>Use the ‘Physical French Phonics’ approach to learn the days of the week. Sing the <b>song ‘Les jours de la semaine’</b></p>
<p>8<u>To read aloud short sentences using knowledge of letter string sounds and silent letters and to develop understanding of French culture and traditions</u></p> <p>I can identify sounds in Christmas words, perform the action and blend to make the word. I can use my knowledge organizer to help me memorise language. I can remember common Christmas traditions in France I can follow the nativity story in French and use my existing knowledge of French words and letter strings and my own cultural understanding to work out unfamiliar French vocabulary. I can listen to traditional French Christmas songs and recognize some of the words.</p>	<p>Christmas nouns and greetings from year 3 <b>Noël, Un chat, Un chien, un renne, un cadeau, un sapin, un bonhomme de neige, Le Père Noël, voici, et Joyeux Noël</b> Use phonics’ knowledge to attempt reading of unfamiliar vocabulary</p>	<p>Revisit the Christmas nouns and greetings from Year 3 using the interactive slides</p> <p>Use the <b>story ‘L’histoire de la Nativité’</b></p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Developing conversations, Manners, A range of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u><b>Annual French Week:</b></u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Adding colour adjectives to masculine stationery nouns			
<i>Calendar</i>	Christmas Traditions and the Nativity, Days of the week, Months of the year, Birthdays			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-31			
<i>Actions</i>	Classroom action verbs, Additional movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>9.To use a bi-lingual dictionary to find the meanings of words and recognise them in a story</b></p> <p>I can use my knowledge organizer, phonics and practice activities to help me memorise language such as numbers and days of the week</p> <p>I can begin to spell the days of the week</p> <p>I can use a bi-lingual dictionary to work out the meaning of key vocabulary from a French story</p> <p>I can listen to and join in with a story containing lots of new vocabulary and identify some of them.</p>	<p>Revisit the phonemes and graphemes in the 'Days of the Week'.</p> <p>Use phonics' knowledge to attempt reading of unfamiliar vocabulary</p> <p>Use a bi-lingual dictionary</p>	<p>Use the Physical French Phonics slides to segment and blend. Practice spelling days of the week on a whiteboard.</p> <p>Look at the word bank of key words for the story <b>‘Par une somber nuit de tempête’</b> and try to pronounce the new words.</p> <p>In groups, find out the meaning of the key vocabulary from the story using a bi-lingual dictionary and complete matching activity on the worksheet.</p>
<p><b>10.To write words from memory with understandable accuracy</b></p> <p>I can use a range of activities to help me memorise language such as numbers and days of the week</p> <p>I can count up and down and in odd and even numbers using numbers 0-31</p> <p>I can begin to spell the days of the week and numbers 0-31</p> <p>I can review my learning and recognize strengths and areas to improve</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word</p>	<p>Phonemes and graphemes in the days of the week</p> <p><b>Les mois</b></p> <p><i>*(January) *janvier j *janvier an *janvier i* janvier er</i></p> <p><i>*juillet e before final t</i></p> <p><i>*(February) *février é *février r *février i *février er</i></p> <p><i>*(March) *mars a *mars r *mars s</i></p> <p><i>*septembre e *septembre t</i></p> <p><i>*(April) *avril a *avril r *avril l</i></p> <p><i>*octobre t *octobre r</i></p> <p><i>*(May) *mai ai</i></p> <p><i>*novembre em *novembre r</i></p> <p><i>*(June) *juin j *juin u *juin in</i></p> <p><i>*décembre em *décembre r</i></p> <p><i>*(June) *juin j *juin u *juin in</i></p> <p><b>br</b>e, <b>octob</b>re, <b>décemb</b>re</p> <p>SILENT LETTERS: Most consonants at the end of French words are usually silent. The final ‘e’ is usually silent.</p>	<p>Children complete the worksheet and rearrange the days of the week anagrams.</p> <p>Use the Physical French Phonics approach to learning the phonemes and graphemes in the months of the year</p>
<p><b>11.To use familiar vocabulary to say simple sentences using a speaking frame</b></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word.</p> <p>I can revisit vocabulary for the seasons from last year and say which months are in which particular season</p> <p>I can make all the Physical French phonics sounds with matching actions</p> <p>I can begin to use the words yesterday, today and tomorrow and the days of the week and use them in a simple sentence</p>	<p><b>Quel âge as-tu?</b></p> <p><b>J’ai x ans</b></p> <p>Phonemes and graphemes in the months of the year</p> <p><b>e before cons., un, oi, ou, in, eu, a, i, au, é, u, r, qu, j/g before e, o, g, c before l, ch, an, e in 1 syllab.</b></p>	<p>Use Physical French Phonics approach to ask ‘Quel âge as-tu?’ and reply ‘J’ai x ans’</p> <p>Revisit interactive slides, segmenting and blending to say all the words.</p> <p>Phonics blockbusters game to reinforce the recognition of the French phonemes and begin to recognise the corresponding graphemes</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12. <u>To ask and answer several simple questions with a rehearsed response</u></b></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify appropriate graphemes for the sounds found in the colour words from the Physical French Phonics programme</p> <p>I can segment and blend the sounds in the months of the year</p> <p>I can ask and answer the question ‘What is the date?’ Using a suitable day, number and month</p> <p>I can understand and use the words yesterday, today and tomorrow</p>	<p>Graphemes in the colour words from the physical French programme</p> <p>Revisit phonemes and graphemes in months of the year</p>	<p>In pairs, write the correct grapheme the sound found in French colour words underneath the pictures on the phonics mat</p> <p>Segment and blend the sounds in the months of the year words</p>
<p><b>13 <u>To write a simple phrase to say when it’s your birthday</u></b></p> <p>I can identify the appropriate sound when looking at a selection of graphemes.</p> <p>I can ask and answer the questions - How old are you? What date is it today? When is your birthday?</p> <p>I can work out when other people’s birthdays are by listening to them speak in French and translating carefully.</p> <p>I can sing Happy Birthday in French</p>	<p>e before cons., un, oi, ou, in, eu, a, i, au, é, u, r, qu, j/g bfore e, o, g, c before l, ch, an, e in 1 syllab.</p>	<p>Phonics blockbusters game to reinforce the recognition of the French phonemes and begin to recognise the corresponding graphemes</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	<div> <div>Recaps of prior learning</div> <div>Use of the working wall/ word mats/ knowledge organisers</div> <div>Traffic light system of self-assessment</div> <div>Google form assessment</div> <div>Stories, songs and rhymes</div> <div>Daily French Practice</div> <div>Parcels with Class teachers</div> <div>Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.</div> </div>	<div> <div><b><u>Annual French Week:</u></b></div> <div>Activities across the curriculum, including a French themed lunch meal.</div> <div>Contributions towards the <b>International Schools Award</b></div> </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			




National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<b>14</b> <u>To demonstrate knowledge of letter string sounds and silent letter rules</u> I can identify appropriate graphemes for the sounds found in number words from the Physical French Phonics programme. I can ask and answer the questions – How are you? What is your name? How old are you? What date is it today? When is your birthday? I can ask who someone is and answer using a positive sentence to confirm their identity. I can use ce n’est pas to form a simple negative sentence.	Graphemes in the number words from the physical French programme  C’est Qui est-ce? Ce n’est pas	In pairs, write the correct grapheme the sound found in French numbers words underneath the pictures on the phonics mat Use Physical French phonics approach to learn new vocabulary and practice playing the game ‘Coin, Coin!’ (Quack, quack)
<b>15</b> <u>To write a simple positive and negative sentence using colour words</u> I can identify the correct sound when looking at a selection of graphemes. I can match appropriate questions and answers used in basic conversations I can ask who someone is and answer to confirm their identity using a positive sentence I can use appropriate tone of voice when voicing a question I can use ce n’est pas to form a simple negative sentence about the colour of something.	e before cons., un, oi, ou, in, eu, a, i, au, é, u, r, qu, j/g before e, o, g, c before I, ch, an, e in 1 syllab.  C’est Qui est-ce? Ce n’est pas	Phonics blockbusters game to reinforce the recognition of the French phonemes and begin to recognise the corresponding graphemes  Recap Physical French phonics approach to learn new vocabulary and recap the game ‘Coin, Coin!’ (Quack, quack)
<b>16</b> <u>To demonstrate an understanding of the position of colour adjectives in a phrase/sentence</u> I can identify appropriate graphemes for the sounds found in the days of the week from the Physical French Phonics programme I can ask and answer questions used in basic conversations with greater confidence. I can ask who someone is and answer using c’est and ce n’est pas. I know that an adjective usually goes after a noun in French. I can write a simple positive and/or negative sentence using an adjective, an indefinite article and a noun in the correct order	C’est Qui est-ce? Ce n’est pas  Graphemes in the days of the week words from the physical French programme	Look at the staff photos and answer the question Qui est-ce? Answering C’est Madame March or ce n’est pas Monsieur Odedra.  In pairs, write the correct grapheme the sound found in French days of the week words underneath the pictures on the phonics mat



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>17 <u>To write simple familiar short phrases from memory</u></p> <p>I can ask and appropriate questions and answers used in basic conversations  I can identify appropriate graphemes for the sounds found in the months of the year from the Physical French Phonics programme  I can write a phrase including an indefinite article, a noun and a colour from memory  I can review my own learning and identify areas I’m doing well in and areas to improve.  I can begin to make and say a sentence using Je or Tu with a regular verb, a noun and a colour adjective</p>	<p>Graphemes in the months of the year words from the physical French programme</p> <p>Je <b>veux</b>...  Je ne <b>veux</b> pas...  Je <b>mets</b>...  Je ne mets pas de...</p>	<p>In pairs, write the correct grapheme the sound found in French months of the year words underneath the pictures on the phonics mat</p> <p>Use sentence stems to construct oral positive and negative sentences including a verb, an item of clothing or stationery</p>
18 <u>To complete a Google Form Assessment to review my learning this year</u>		
19 <u>To consolidate all learning through a variety of games and songs</u>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<p><u><b>Annual French Week:</b></u>  Activities across the curriculum, including a French themed lunch meal.  Contributions towards the <b>International Schools Award</b></p> <div>  </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b><u>To revisit and refresh areas of learning from last year’s curriculum</u></b></p> <p>I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary</p> <p>I can ask and answer appropriate questions used in basic conversations, including greetings.</p> <p>I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.</p> <p>I can recall French colours, numbers, action verbs, pencil case equipment</p> <p>I can review my own learning and identify areas I’m doing well in and areas to improve.</p>	<p>Asking and answering questions with rising intonation.</p> <p>Adjectives: Colour words</p> <p>Classroom Actions (Imperative verbs—Year 3)</p>	<p>Revisit extended speech bubble conversation</p> <p>Revise 11 colour adjectives and play hangman</p> <p>Play ‘Jacques a dit’ and ‘Tête à Tête’</p>
<p><b><u>2.To listen and demonstrate understanding of words in songs and rhymes</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings</p> <p>I can begin to recognize and count numbers 0-20</p> <p>I can identify some of the phonemes and graphemes that correspond to the 26 key sounds in numbers 11-20</p> <p>I can listen to and join in with a rhyme about the seasons</p> <p>I can begin to read, say and understand some French clothing words (t-shirt, jumper, trousers and hat)</p>	<p>Asking and answering questions with rising intonation.</p> <p>Introduce 1st person form of the verb mettre using sentence stem ‘Je mets’ (I’m putting on...)</p> <p>Gender of nouns: indefinite article ‘un’</p> <p>Masculine clothing nouns: un tee-shirt, un pull, un chapeau and un pantalon</p>	<p>Revisit extended speech bubble conversation</p> <p>Verbal repetition of simple sentences using sentence stem for masculine clothing nouns</p>
<p><b><u>3.To read and show understanding of simple familiar phrases and short sentences in a story</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings</p> <p>I can count numbers 0-20</p> <p>I can listen and recognise numbers 11-20 when playing a game</p> <p>I can join in with a rhyme about the seasons and know the French words for Spring, Summer, Autumn and Winter.</p> <p>I can listen to a story and identify some of the French clothing words</p> <p>I can use my knowledge of phonics to work out unfamiliar words</p>	<p>Asking and answering questions with rising intonation.</p> <p>Revisit the sentence structure ‘Je mets’ (I’m putting on)</p> <p>Possessive adjectives —mon, ma, mes (three forms of ‘my’)</p>	<p>Revisit extended speech bubble conversation</p> <p>Read and discuss the <b>story ‘Je m’habille et Je te croque!’</b> Look at how this sentence structure and these possessive adjectives are used.</p>
<p><b><u>4. To write and say a simple phrase to describe people using a noun, verb, pronoun and conjunction</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings.</p> <p>I can read and show understanding of short phrases in poems, songs and stories using my knowledge of some letter string sounds.</p> <p>I can use singular and plural indefinite articles with clothing nouns.</p> <p>I can write and say a simple phrase to describe what I am wearing today using nouns, a verb, a pronoun and a conjunction.</p> <p>I can count in French from 0-20</p>	<p>Asking and answering questions with rising intonation.</p> <p>Look at singular (un) and plural (des) forms of indefinite articles with clothing nouns</p> <p>Write and say a simple phrase to describe what I am wearing today using nouns (clothing nouns), a verb, (mets) a pronoun (Je) and a conjunction (et).</p>	<p>Revisit extended speech bubble conversation</p> <p>Interactive slides</p> <p>Children write and say a description of what they are wearing e.g. ‘Aujourd’hui, je mets un pantalon et des chaussures.’</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
5.. <b><u>To listen and join in with the words of a story sometimes from memory.</u></b> I can ask appropriate questions and answers used in basic conversations, including greetings. I can know the French numbers 0-20 I know the meaning of several clothing nouns. I recognise and understand the difference between masculine and feminine nouns and singular and plural nouns. I can use indefinite articles and possessive adjectives I can listen and join in with a traditional story I can review my own learning by completing a self-assessment and identify areas I’m doing well in and areas to improve.	Asking and answering questions with rising intonation. Clothing nouns in masculine and feminine singular and plural forms using indefinite articles. (un/une/des) Ask and answer questions e.g. C’est une veste?/ Oui, C’est une veste or non, c’est un pantalon. Ce sont des lunettes?/ Oui, ce sont des lunettes. Revisit adjectives mon, ma, mes and add to verbal sentences e.g.C’est mon pull. C’est ma chemise, Ce sont mes lunettes. Note the indefinite article is no longer needed.	Revisit extended speech bubble conversation Interactive slides Use the writing frame to write sentences modelled. Reinforce further by reading and discussing the <b>story ‘Loup y es-tu?’</b>
<b>6. <u>To order words alphabetically and begin to use a bi-lingual French Dictionary to understand new words</u></b> I can use my knowledge organizer, games and songs to help me memorise language such as numbers, seasons, clothing, colours and classroom equipment I can recall clothing nouns and say sentences using ‘c’est’ or ‘ce sont’ and possessive adjectives mon, ma and mes I can begin to count up and down to 31 I can develop dictionary skills and organise words into alphabetical order I can use both parts of a Bi-lingual French dictionary to find out the meanings of French words or how to say a particular English word in French	Asking and answering questions with rising intonation. Recap singular and plural nouns and possessive adjectives Children use the sentence stem ‘C’est mon/ma... ’ or ‘Ce sont mes...’	Revisit extended speech bubble conversation Use interactive ‘What’s behind the door game’ to practice.
<b>7. <u>To listen and show understanding of single words/short phrases</u></b> I recognize numbers from 0-31 and count up and down more confidently I can remember how to spell some of the French colour words I can identify sounds in the days of the week, perform the actions and blend to make the word. I can join in with songs. I can use my knowledge organizer, phonics strategies, games and a song to help me memorise language such as numbers and days of the week	Asking and answering questions with rising intonation. Revisit colour adjectives and spell correctly	Revisit extended speech bubble conversation Unscramble colour words into the correct order to spell the word
<b>8. <u>To read aloud short sentences using knowledge of letter string sounds and silent letters and to develop understanding of French culture and traditions</u></b> I can identify sounds in Christmas words, perform the action and blend to make the word. I can use my knowledge organizer to help me memorise language. I can remember common Christmas traditions in France I can follow the nativity story in French and use my existing knowledge of French words and letter strings and my own cultural understanding to work out unfamiliar French vocabulary. I can listen to traditional French Christmas songs and recognize some of the words.	Revisit Christmas nouns from Year 3	Interactive slides and verbal sentence construction e.g 'Voici un renne et un sapin.'

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			







# Year 4 (Spring) - MFL - Pillars of Progression: Grammar



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>9</b><u>To use a bi-lingual dictionary to find the meanings of words and recognise them in a story</u></p> <p>I can use my knowledge organizer, phonics and practice activities to help me memorise language such as numbers and days of the week</p> <p>I can begin to spell the days of the week</p> <p>I can use a bi-lingual dictionary to work out the meaning of key vocabulary from a French story</p> <p>I can listen to and join in with a story containing lots of new vocabulary and identify some of them.</p>	Asking and answering questions with rising intonation.	Revisit extended speech bubble conversation
<p><b>10</b> <u>To write words from memory with understandable accuracy</u></p> <p>I can use a range of activities to help me memorise language such as numbers and days of the week</p> <p>I can count up and down and in odd and even numbers using numbers 0-31</p> <p>I can begin to spell the days of the week and numbers 0-31</p> <p>I can review my learning and recognize strengths and areas to improve</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word</p>	Asking and answering questions with rising intonation.	Revisit extended speech bubble conversation
<p><b>11.</b> <u>To use familiar vocabulary to say simple sentences using a speaking frame</u></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word.</p> <p>I can revisit vocabulary for the seasons from last year and say which months are in which particular season</p> <p>I can make all the Physical French phonics sounds with matching actions</p> <p>I can begin to use the words yesterday, today and tomorrow and the days of the week and use them in a simple sentence</p>	Ask someone their age and answer, if asked. 'Quel âge as-tu?' 'J'ai dix ans...	In pairs, take turns to ask and answer question and then record it on the sheet

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>12 <b><u>To ask and answer several simple questions with a rehearsed response</u></b></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify appropriate graphemes for the sounds found in the colour words from the Physical French Phonics programme</p> <p>I can segment and blend the sounds in the months of the year</p> <p>I can ask and answer the question ‘What is the date?’ Using a suitable day, number and month</p> <p>I can understand and use the words yesterday, today and tomorrow</p>	<p>Revisit asking someone their age and answer, if asked. ‘Quel âge as-tu?’ ‘J’ai dix ans...’</p> <p>Asking what is the date and answer with a day, number and month. ‘Quelle est la date aujourd’hui?’ C’est le 11 (onze) novembre.</p>	<p>In pairs, take turns to ask and answer the question, making up different ages for the partner to work out.</p> <p>Complete activity matching questions and answers on sheet</p> <p>Interactive slides</p>
<p>13 <b><u>To write a simple phrase to say when it’s your birthday</u></b></p> <p>I can identify the appropriate sound when looking at a selection of graphemes.</p> <p>I can ask and answer the questions - How old are you? What date is it today? When is your birthday?</p> <p>I can work out when other people’s birthdays are by listening to them speak in French and translating carefully.</p> <p>I can sing Happy Birthday in French</p>	<p>Revisit asking someone their age and answer, if asked. ‘Quel âge as-tu?’ ‘J’ai dix ans...’</p> <p>Asking what is the date and answer with a day, number and month. ‘Quelle est la date aujourd’hui?’ C’est le 11 (onze) novembre.</p> <p>Asking someone when their birthday is and answering appropriately. ‘Quelle est la date de ton anniversaire?’ ‘Mon anniversaire est le... vingt-trois mai’</p>	<p>Interactive slides</p> <p>Children write down when their birthday is and the birthdays of the characters shown on the sheet.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice   Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>14</b><u>To demonstrate knowledge of letter string sounds and silent letter rules</u></p> <p>I can identify appropriate graphemes for the sounds found in number words from the Physical French Phonics programme.</p> <p>I can ask and answer the questions – How are you? What is your name? How old are you? What date is it today? When is your birthday?</p> <p>I can ask who someone is and answer using a positive sentence to confirm their identity.</p> <p>I can use ce n’est pas to form a simple negative sentence.</p>	<p>Revisit Key questions and answers—How old are you? What is your name? What is the date today? and When is your birthday?</p> <p>Introduce the question ‘Qui est-ce?’ and replying C’est ... . Explaining the use of the apostrophe</p> <p>Use ne and pas to form negative sentences using the verb être. ‘Ce n’est pas...’</p>	<p>In pairs, take it in turns to ask each other the questions and reply in French using knowledge organisers as a prompt</p> <p>Interactive slide to reinforce</p> <p>Interactive slides explaining a verb sandwich to show that the verb is positioned between the ne and pas to make it negative</p> <p>Play the game ‘Coin, coin!’. Ask - Qui est-ce? Answer—‘Oui, c’est ... or ‘Non, ce n’est pas...’</p>
<p><b>15</b><u>To write a simple positive and negative sentence using colour words</u></p> <p>I can identify the correct sound when looking at a selection of graphemes.</p> <p>I can match appropriate questions and answers used in basic conversations</p> <p>I can ask who someone is and answer to confirm their identity using a positive sentence</p> <p>I can use appropriate tone of voice when voicing a question</p> <p>I can use ce n’est pas to form a simple negative sentence about the colour of something.</p>	<p>Revisit Key questions and answers—How old are you? What is your name? What is the date today? and When is your birthday?</p> <p>Revisit question ‘Qui est-ce?’ and positive and negative answers (C’est and ce n’est pas...’</p>	<p>Children look at answers to questions and work out what question was asked.</p> <p>Play the game ‘Coin, coin!’. Ask - Qui est-ce? Answer—‘Oui, c’est ... or ‘Non, ce n’est pas...’</p> <p>Use interactive slide using colour adjectives and record on sheet. E.g ‘C’est bleu?’ ‘Non, ce n’et pas bleu.’ ‘C’est rouge.’</p>
<p><b>16</b> <u>To demonstrate an understanding of the position of colour adjectives in a phrase/sentence</u></p> <p>I can identify appropriate graphemes for the sounds found in the days of the week from the Physical French Phonics programme</p> <p>I can ask and answer questions used in basic conversations with greater confidence.</p> <p>I can ask who someone is and answer using c’est and ce n’est pas.</p> <p>I know that an adjective usually goes after a noun in French.</p> <p>I can write a simple positive and/or negative sentence using an adjective, an indefinite article and a noun in the correct order</p>	<p>Revisit Key questions and answers—How old are you? What is your name? What is the date today? and When is your birthday?</p> <p>Revisit question ‘Qui est-ce?’ and positive and negative answers (C’est and ce n’est pas...’</p> <p>Explain that colour adjectives are positioned after the noun in a phrase or sentence e.g. ‘Un crayon bleu’ (only use masculine nouns)</p>	<p>In pairs, take it in turns to ask each other the questions and reply in French using knowledge organisers as a prompt</p> <p>Look at photographs of staff and answer with a positive and negative sentence.</p> <p>Qui est-ce? C’est Madame March. Ce n’est pas Monsieur Odedra.</p> <p>Interactive slides showing examples and record positive and negative sentences on sheet</p> <p>C’est un crayon rouge. Ce n’est pas un crayon violet.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
17 <u>To write simple familiar short phrases from memory</u>  I can ask and appropriate questions and answers used in basic conversations I can identify appropriate graphemes for the sounds found in the months of the year from the Physical French Phonics programme I can write a phrase including an indefinite article, a noun and a colour from memory I can review my own learning and identify areas I’m doing well in and areas to improve. I can begin to make and say a positive and negative sentence using Je or Tu with a regular verb, a noun and a colour adjective	Revisit Key questions and answers—How old are you? What is your name? What is the date today? and When is your birthday?  Practice adding colour adjectives to masculine pencil case equipment and clothing nouns  Build positive and negative sentences using a speaking frame containing subject pronoun, verbs, familiar nous and colour adjectives e.g. J’ai, Je veux,, Je mets, Je n’ai pas, Je ne veux pas, Je ne mets pas.  Jai un pull gris. Je ne mets pas un chapeau orange.	In pairs, children have a free flowing conversation using the questions and answers they have been learning.  Children record noun phrases on sheet. Un stylo noir. Un tee-shirt jaune.  Discussion.
18 <u>To complete a Google Form Assessment to review my learning this year</u>		
19 <u>To consolidate all learning through a variety of games and songs</u>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b><u>To revisit and refresh areas of learning from last year’s curriculum</u></b></p> <p>I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary</p> <p>I can ask and answer appropriate questions used in basic conversations, including greetings.</p> <p>I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.</p> <p>I can recall French colours, numbers, action verbs, pencil case equipment</p> <p>I can review my own learning and identify areas I’m doing well in and areas to improve.</p>	<p><b><u>Year 3 Vocabulary</u></b></p> <p>Basic conversation with Greetings and Q’s and A’s</p> <p>Numbers 0-10</p> <p>X11 Colours</p> <p>X10 Imperative Action Verbs</p> <p>Stationery Vocabulary</p>	<p>Practice the extended speech bubble conversation.</p> <p>Count up and down and using odd and even numbers.</p> <p>Use Physical French Phonics approach to segment and blend colour words and play hangman.</p> <p>Recap Classroom action verbs by playing Jacques a dit and tête à tête</p> <p>Sing song <b>‘Dans ma trousse’</b></p>
<p><b><u>2.To listen and demonstrate understanding of words in songs and rhymes</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings</p> <p>I can begin to recognize and count numbers 0-20</p> <p>I can identify some of the phonemes and graphemes that correspond to the 26 key sounds in numbers 11-20</p> <p>I can listen to and join in with a rhyme about the seasons</p> <p>I can begin to read, say and understand some French clothing words (t-shirt, jumper, trousers and hat)</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Number 0—10</p> <p>Onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>les saisons, au printemps, en été, en automne, en hiver</p> <p>Je mets..., un tee-shirt, un pantalon, un pull, un chapeau</p>	<p>Practice the extended speech bubble conversation.</p> <p>Use interactive slides to count up and down 0—20</p> <p>Spell the missing numbers on the worksheet</p> <p>Listen and join in with <b>rhyme ‘Les saisons’</b></p> <p>Using the colour coding key to shade the correct colours over the four different seasons</p> <p>Use interactive slides to introduce clothing vocabulary for next week’s story</p> <p>Listen and join in with <b>song ‘Les saisons et le temps’</b></p>
<p><b><u>3.To read and show understanding of simple familiar phrases and short sentences in a story</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings</p> <p>I can count numbers 0-20</p> <p>I can listen and recognise numbers 11-20 when playing a game</p> <p>I can join in with a rhyme about the seasons and know the French words for Spring, Summer, Autumn and Winter.</p> <p>I can listen to a story and identify some of the French clothing words</p> <p>I can use my knowledge of phonics to work out unfamiliar words</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Number 0—20</p> <p>les saisons, au printemps, en été, en automne, en hiver</p> <p>Je mets..., un tee-shirt, un pantalon, un pull, un chapeau</p> <p>Mon, ma, mes, <b>Le Loup</b>, <b>une culotte</b>, des bottes, un manteaux, les chaussettes, les vêtements</p>	<p>Practice the extended speech bubble conversation.</p> <p>Use interactive slides to count up and down 0—20</p> <p>Spell the missing numbers on the worksheet</p> <p>Listen and join in with <b>rhyme ‘Les saisons’</b></p> <p>Practice key clothing vocabulary using interactive slides.</p> <p>Listen, join in with and translate <b>the story ‘Je m’habille et... je te croque’</b></p> <p>Discuss the meaning on mon, ma and mes. Complete worksheet, including review of the story and clothing matching activity</p> <p>Listen and join in with <b>song ‘Les vêtements’</b></p> <p>Listen and join in with <b>song ‘Les saisons et le temps’</b></p>
<p><b><u>4. To write and say a simple phrase to describe people using a noun, verb, pronoun and conjunction</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings.</p> <p>I can read and show understanding of short phrases in poems, songs and stories using my knowledge of some letter string sounds.</p> <p>I can use singular and plural indefinite articles with clothing nouns.</p> <p>I can write and say a simple phrase to describe what I am wearing today using nouns, a verb, a pronoun and a conjunction.</p> <p>I can count in French from 0-20</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Number 0—20</p> <p>les saisons, au printemps, en été, en automne, en hiver</p> <p>Je mets..., un tee-shirt/des tee-shirts, un pantalon/des pantalons, un pull/des pulls, un chapeau/des chapeaux, une culotte, des bottes, un manteaux, les chaussettes, les vêtements</p>	<p>Practice the extended speech bubble conversation.</p> <p>Use interactive slides to count up and down 0—20</p> <p>Listen and join in with <b>rhyme ‘Les saisons’</b></p> <p>Listen and join in with <b>song ‘Les vêtements’</b></p> <p>Listen and join in with <b>song ‘Les saisons et le temps’</b></p> <p>Use interactive slides to explore singular and plural clothing words</p> <p>Construct verbal sentences describing the clothes worn in each season. Complete worksheet recording the information in a written sentence.</p> <p>Listen, join in with and translate <b>the story ‘L’automne arrive’</b></p>



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>5. <u>To listen and join in with the words of a story sometimes from memory.</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings. I can know the French numbers 0-20 I know the meaning of several clothing nouns. I recognise and understand the difference between masculine and feminine nouns and singular and plural nouns. I can use indefinite articles and possessive adjectives I can listen and join in with a traditional story I can review my own learning by completing a self-assessment and identify areas I’m doing well in and areas to improve.</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Je mets..., un tee-shirt, un pantalon, un pull, un chapeau, une culotte, les vêtements ,des lunettes, une veste, une chemise, Mon, ma, mes</p> <p>C’est un/une ...(? ) C’est mon/ma Ce sont des/mes..., Oui/non</p> <p>Que fais-tu?</p> <p>Entends-tu?</p>	<p>Practice the extended speech bubble conversation.</p> <p>Use interactive slide to learn and practice the singular and plural clothing words. Construct verbal and written sentences using singular and plural nouns and possessive adjectives.</p> <p>Listen, join in and translate the <b>story ‘Loup y es-tu?’</b> Review the story on the worksheet</p> <p>Complete the Self-assessment section of the worksheet.</p> <p>Listen, join in and translate the <b>song ‘Promenons-nous dans les bois’</b></p>
<p><b>6 <u>To order words alphabetically and begin to use a bi-lingual French Dictionary to understand new words</u></b></p> <p>I can use my knowledge organizer, games and songs to help me memorise language such as numbers, seasons, clothing, colours and classroom equipment I can recall clothing nouns and say sentences using ‘c’est’ or ‘ce sont’ and possessive adjectives mon, ma and mes I can begin to count up and down to 31 I can develop dictionary skills and organise words into alphabetical order I can use both parts of a Bi-lingual French dictionary to find out the meanings of French words or how to say a particular English word in French</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Je mets..., un tee-shirt, un pantalon, un pull, un chapeau, une culotte, les vêtements ,des lunettes, une veste, une chemise, Mon, ma, mes</p> <p>C’est un/une ...(? ) C’est mon/ma Ce sont des/mes...,</p> <p>Number 0—20, Vingt-et-un, Vingt deux, Vingt trois, Vingt-quatre, Vingt- cinq, Vingt-six, Vingt-sept, Vingt-huit, Vingt-neuf, Trente, Trente-et-un</p>	<p>Practice the extended speech bubble conversation.</p> <p>Play interactive ‘behind the doors’ game</p> <p>Listen, join in and translate the <b>song ‘Promenons-nous dans les bois’</b> Complete listening activities recording on the worksheet</p> <p>Count up and down with numbers 0—31. Play stand up bingo with numbers 21—31.</p>
<p><b>7 <u>To listen and show understanding of single words/short phrases</u></b></p> <p>I recognize numbers from 0-31 and count up and down more confidently I can remember how to spell some of the French colour words I can identify sounds in the days of the week, perform the actions and blend to make the word. I can join in with songs. I can use my knowledge organizer, phonics strategies, games and a song to help me memorise language such as numbers and days of the week</p>	<p>Basic conversation with Greetings and Q’s and A’s</p> <p>Number 0—31</p> <p>Recap Y3 colour words</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>Practice the extended speech bubble conversation.</p> <p>Count up and down with numbers 0—31. Play stand up bingo with numbers 21—31. Complete listening activity recording on the worksheet Unscramble the colour anagrams and spell the words correctly Listen, join in and translate the <b>song ‘Les jours de la semaine’</b> Complete the group days of the week activities from the interactive slide. Complete listening activity recording on the worksheet</p>
<p><b>8 <u>To read aloud short sentences using knowledge of letter string sounds and silent letters and to develop understanding of French culture and traditions</u></b></p> <p>I can identify sounds in Christmas words, perform the action and blend to make the word. I can use my knowledge organizer to help me memorise language. I can remember common Christmas traditions in France I can follow the nativity story in French and use my existing knowledge of French words and letter strings and my own cultural understanding to work out unfamiliar French vocabulary. I can listen to traditional French Christmas songs and recognize some of the words.</p>	<p>Recap Y3 Christmas vocabulary</p> <p>La nativité</p>	<p>Use interactive Christmas slides and take turns to greet each other.</p> <p>Listen, join in and translate the <b>story ‘La nativité’</b> Listen and identify familiar Christmas vocabulary in French Christmas <b>songs: ‘Vive le vent’, ‘Mon beau sapin,’ ‘Douce nuit’ and ‘Le renne avc le nez rouge’</b></p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>9.<b><u>To use a bi-lingual dictionary to find the meanings of words and recognise them in a story</u></b> I can use my knowledge organizer, phonics and practice activities to help me memorise language such as numbers and days of the week I can begin to spell the days of the week I can use a bi-lingual dictionary to work out the meaning of key vocabulary from a French story I can listen to and join in with a story containing lots of new vocabulary and identify some of them.</p>	<p>Bonne année Deux mille vingt-quatre <b>Basic conversation with Greetings and Q's and A's</b></p> <p><b>Numbers 0—31</b></p> <p><b>lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche</b></p> <p><b>Recognise the story vocabulary used with the bi-lingual dictionary activity (phonics)</b></p>	<p>Children greet each other and practice the extended speech bubble conversation.</p> <p>Count up and down using even numbers using the interactive slide. Complete listening activity recording on the worksheet</p> <p>Practice taking turns around the table to say the days of the week. On whiteboards practice spelling the days of the week—compare with partner</p> <p>Listen, and identify new words and translate some aspects of the <b>story ‘Par une sombre nuit de tempête’</b> Complete story review activity on the worksheet.</p>
<p>10.<b><u>To write words from memory with understandable accuracy</u></b> I can use a range of activities to help me memorise language such as numbers and days of the week I can count up and down and in odd and even numbers using numbers 0-31 I can begin to spell the days of the week and numbers 0-31 I can review my learning and recognize strengths and areas to improve I can identify sounds in the months of the year, perform the action and blend to make the word</p>	<p><b>Basic conversation with Greetings and Q's and A's</b></p> <p><b>Numbers 0—31</b></p> <p><b>Days of the week</b></p> <p>Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p>	<p>Practice the extended speech bubble conversation.</p> <p>Count up and down using even numbers using the interactive slide. Complete listening activity recording on the worksheet . Numbers bingo</p> <p>Unscramble the days of the week anagrams and spell the words correctly Complete the Self-assessment section of the worksheet. Use interactive activity to look at the differences and similarities between English and French spelling</p>
<p>11.<b><u>To use familiar vocabulary to say simple sentences using a speaking frame</u></b> I can ask and answer the question - How old are you? I can identify sounds in the months of the year, perform the action and blend to make the word. I can revisit vocabulary for the seasons from last year and say which months are in which particular season I can make all the Physical French phonics sounds with matching actions I can begin to use the words yesterday, today and tomorrow and the days of the week and use them in a simple sentence</p>	<p>quel âge as-tu?, J'ai ... ans</p> <p><b>Months of the year, seasons and days of the week</b></p> <p>Hier, Aujourd’hui, Demain, C’était, Ce sera</p>	<p>Practice asking and answering questions with a partner and record on worksheet.</p> <p>Construct verbal sentences e.g. En janvier, c’est l’hiver, En avril, c’est le printemps, En juillet, c’est l’été, En octobre, c’est l’automne.</p> <p>Use interactive slides and whiteboards to say the day in the past, present and future (yesterday it was, today it is and tomorrow it will be).</p> <p>Complete the missing words on the worksheet</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
12. <b><u>To ask and answer several simple questions with a rehearsed response</u></b> I can ask and answer the question - How old are you? I can identify appropriate graphemes for the sounds found in the colour words from the Physical French Phonics programme I can segment and blend the sounds in the months of the year I can ask and answer the question ‘What is the date?’ Using a suitable day, number and month I can understand and use the words yesterday, today and tomorrow	<b>Colour words</b>  <b>Quel âge as-tu?, J’ai ... ans, Numbers 0—31</b>  <b>Comment t’appelles-tu? Je m’appelle ...</b> <b>Comment ça va? Ça va bien, merci</b> <b>Quel âge as-tu? J’ai ... ans</b> <b>Quelle est la date aujourd’hui? Aujourd’hui, c’est ...</b>   <b>Months of the year, Hier, Aujourd’hui, Demain, C’était, Ce sera</b>  Saying the date in two ways: Aujourd’hui c’est le onze novembre or Aujourd’hui c’est jeudi seize mars.	Recap colour words through phonics activity  Take turns to ask and answer the question. Children make up their age using numbers 0—31. Class work out how old they are.  Children complete matching activity on worksheet.         Recap through phonics activity and interactive slides. Use interactive slides to verbally construct the different dates shown. Complete translation/matching activity on the worksheet.
13 <b><u>To write a simple phrase to say when it’s your birthday</u></b> I can identify the appropriate sound when looking at a selection of graphemes. I can ask and answer the questions - How old are you? What date is it today? When is your birthday? I can work out when other people’s birthdays are by listening to them speak in French and translating carefully. I can sing Happy Birthday in French	<b>Quel âge as-tu?, J’ai ... ans, Numbers 0—31</b>  <b>Days of the week, months of the year</b>  <b>Recap how to say the date in two different ways: Aujourd’hui c’est le onze novembre or Aujourd’hui c’est jeudi seize mars.</b>  Quelle est la date de ton anniversaire, Mon anniversaire est le .....,  Joyeux anniversaire	Take turns to ask and answer the question. Children make up their age using numbers 0—31. Class work out how old they are.    Construct verbal sentences using the interactive slides.    Work through the interactive slides asking and answering when is your birthday? Try to work out different characters birthdays by listening and translating. Complete the worksheet.  Listen, join in and translate the <b>song ‘Joyeux anniversaire’</b>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>14<b><u>To demonstrate knowledge of letter string sounds and silent letter rules</u></b> I can identify appropriate graphemes for the sounds found in number words from the Physical French Phonics programme. I can ask and answer the questions – How are you? What is your name? How old are you? What date is it today? When is your birthday? I can ask who someone is and answer using a positive sentence to confirm their identity. I can use ce n’est pas to form a simple negative sentence.</p>	<p>Quelle est la date de ton anniversaire, Mon anniversaire est le ....., Days of the week, months of the year, numbers 0-31</p> <p>Comment t’appelles-tu? Je m’appelle ... Comment ça va? Ça va bien, merci Quel âge as-tu? Jai ... ans Quelle est la date aujourd’hui? Aujourd’hui, c’est ...</p> <p>Qui-est-ce?, Ce n’est pas...</p>	<p>Recap asking and answer the question when is your birthday?</p> <p>Look at the English questions on the interactive slide. Take turns to ask and answer the questions in French.</p> <p>Use the interactive slides to ask and answer who is it. Use positive and negative sentence structures. Record translations on the worksheet. Play the game ‘Coin, coin?’ Qui-est-ce?, C’est Manjit? Oui, c’est Manjit or Non ce n’est pas Manjit.</p>
<p>15<b><u>To write a simple positive and negative sentence using colour words</u></b> I can identify the correct sound when looking at a selection of graphemes. I can match appropriate questions and answers used in basic conversations I can ask who someone is and answer to confirm their identity using a positive sentence I can use appropriate tone of voice when voicing a question I can use ce n’est pas to form a simple negative sentence about the colour of something.</p>	<p>Quelle est la date de ton anniversaire, Mon anniversaire est le ....., Days of the week, months of the year, numbers 0-31</p> <p>Comment t’appelles-tu? Je m’appelle ... Comment ça va? Ça va bien, merci Quel âge as-tu? Jai ... ans Quelle est la date aujourd’hui? Aujourd’hui, c’est ...</p> <p>Qui-est-ce?, Ce n’est pas...</p> <p>Colour words</p>	<p>Children look at the replies to questions and work out what might have been asked in French</p> <p>Recap by playing the game 'Coin, coin?'</p> <p>Use positive and negative sentence structures to answer questions relating to the colours e.g. C’est rouge? Oui, c’est rouge. C’est bleu? Non, ce ne’st pas bleu, c’est vert. Compete the positive and negative sentences on the sheet.</p>
<p>16<b><u>To demonstrate an understanding of the position of colour adjectives in a phrase/sentence</u></b> I can identify appropriate graphemes for the sounds found in the days of the week from the Physical French Phonics programme I can ask and answer questions used in basic conversations with greater confidence. I can ask who someone is and answer using c’est and ce n’est pas. I know that an adjective usually goes after a noun in French. I can write a simple positive and/or negative sentence using an adjective, an indefinite article and a noun in the correct order</p>	<p>Quelle est la date de ton anniversaire, Mon anniversaire est le ....., Days of the week, months of the year, numbers 0-31</p> <p>Comment t’appelles-tu? Je m’appelle ... Comment ça va? Ça va bien, merci Quel âge as-tu? Jai ... ans Quelle est la date aujourd’hui? Aujourd’hui, c’est ...</p> <p>Qui-est-ce?, Ce n’est pas...</p> <p>Colour words, pencil case equipment and clothing.</p>	<p>Children take turns to ask and answer questions in French from previous learning Recap days of the year through the phonics activity</p> <p>Look at the slide of staff photographs. Use positive and negative sentence structures to answer questions relating to the pictures Qui-est-ce?, C’est Manjit? Oui, c’est Manjit or Non ce n’est pas Manjit.</p> <p>Introduce adding a colour adjective to a noun and use the noun phrase in positive and negative sentences. E.g. C’est un crayon rouge. Ce n’est pas un crayon violet.</p>



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>17 <b><u>To write simple familiar short phrases from memory</u></b></p> <p>I can ask and appropriate questions and answers used in basic conversations</p> <p>I can identify appropriate graphemes for the sounds found in the months of the year from the Physical French Phonics programme</p> <p>I can write a phrase including an indefinite article, a noun and a colour from memory</p> <p>I can review my own learning and identify areas I’m doing well in and areas to improve.</p> <p>I can begin to make and say a sentence using Je or Tu with a regular verb, a noun and a colour adjective</p>	<p>Quelle est la date de ton anniversaire, Mon anniversaire est le ....., Days of the week, months of the year, numbers 0-31</p> <p>Comment t’appelles-tu? Je m’appelle ...</p> <p>Comment ça va? Ça va bien, merci</p> <p>Quel âge as-tu? J’ai ... ans</p> <p>Quelle est la date aujourd’hui? Aujourd’hui, c’est ...</p> <p>Colour words , pencil case equipment and clothing.</p> <p>Je n’ai pas..., Je ne veux pas..., Je ne mets pas...</p>	<p>In pairs, have a conversation in French using a variety of greetings questions and answers from previous learning</p> <p>Recap months of the year through the phonics activity</p> <p>From memory, write noun phrases using clothing or pencil case equipment and a colour adjective. E.g. un stylo bleu.</p> <p>Complete the self assessment on the worksheet</p> <p>Using familiar verbs, nouns and colour adjectives, explore how to construct positive and negative sentences verbally.</p> <p>J’ai un tee-shirt vert. Je n’ai pas un pull rouge.</p> <p>Je veux un crayon noir. Je ne veux pas un feutre jaune.</p> <p>Je mets un chapeau blanc. Je ne mets pas un pantalon gris.</p>
18 <b><u>To complete a Google Form Assessment to review my learning this year</u></b>		
19 <b><u>To consolidate all learning through a variety of games and songs</u></b>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			





National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<b>1. To revisit and refresh areas of learning from last year’s curriculum</b> I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I can ask and answer appropriate questions used in basic conversations, including greetings. I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme. I can recall French colours, numbers, action verbs, pencil case equipment I can review my own learning and identify areas I’m doing well in and areas to improve.	Greetings and introductory conversation	Revisit expended speech bubble conversation from Year 3
<b>2.To listen and demonstrate understanding of words in songs and rhymes</b> I can ask appropriate questions and answers used in basic conversations, including greetings I can begin to recognize and count numbers 0-20 I can identify some of the phonemes and graphemes that correspond to the 26 key sounds in numbers 11-20 I can listen to and join in with a rhyme about the seasons I can begin to read, say and understand some French clothing words (t-shirt, jumper, trousers and hat)	Greetings, basic conversation and rhymes	Learn Rhyme ' <b>Les Saisons</b> ' (Listen, say and read)
<b>3.To read and show understanding of simple familiar phrases and short sentences in a story</b> I can ask appropriate questions and answers used in basic conversations, including greetings I can count numbers 0-20 I can listen and recognise numbers 11-20 when playing a game I can join in with a rhyme about the seasons and know the French words for Spring, Summer, Autumn and Winter. I can listen to a story and identify some of the French clothing words I can use my knowledge of phonics to work out unfamiliar words	Greetings, basic conversation, rhymes and well-known story	Learn Rhyme ' <b>Les Saisons</b> ' (Listen, say and read) Children take it in turns to perform to the class.  Story ' <b>Je m’habille et Je te croque!</b> ' Read and translate
<b>4. To write and say a simple phrase to describe people using a noun, verb, pronoun and conjunction</b> I can ask appropriate questions and answers used in basic conversations, including greetings. I can read and show understanding of short phrases in poems, songs and stories using my knowledge of some letter string sounds. I can use singular and plural indefinite articles with clothing nouns. I can write and say a simple phrase to describe what I am wearing today using nouns, a verb, a pronoun and a conjunction. I can count in French from 0-20	Greetings, basic conversation, rhymes and seasonal story	Recap Rhyme ' <b>Les Saisons</b> ' Further groups perform rhyme. Story ' <b>L'automne arrive</b> ' Listen and try to work out using a variety of reading skills

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>5. <u>To listen and join in with the words of a story sometimes from memory.</u></b></p> <p>I can ask appropriate questions and answers used in basic conversations, including greetings.</p> <p>I can know the French numbers 0-20</p> <p>I know the meaning of several clothing nouns.</p> <p>I recognise and understand the difference between masculine and feminine nouns and singular and plural nouns.</p> <p>I can use indefinite articles and possessive adjectives</p> <p>I can listen and join in with a traditional story</p> <p>I can review my own learning by completing a self-assessment and identify areas I’m doing well in and areas to improve.</p>	<p>Greetings, basic conversation</p> <p>and a traditional story and song</p>	<p><b>Story 'Loupe-tu?'</b> Listen, join in with key phrases and translate the text.</p> <p><b>Song 'Promenons-nous dans les bois.'</b> Compare and contrast the story and the song.</p>
<p><b>6 <u>To order words alphabetically and begin to use a bi-lingual French Dictionary to understand new words</u></b></p> <p>I can use my knowledge organizer, games and songs to help me memorise language such as numbers, seasons, clothing, colours and classroom equipment</p> <p>I can recall clothing nouns and say sentences using ‘c’est’ or ‘ce sont’ and possessive adjectives mon, ma and mes</p> <p>I can begin to count up and down to 31</p> <p>I can develop dictionary skills and organise words into alphabetical order</p> <p>I can use both parts of a Bi-lingual French dictionary to find out the meanings of French words or how to say a particular English word in French</p>	<p>Greetings, basic conversation and a traditional song</p> <p>Revisit alphabet song</p>	<p><b>Song 'Promenons-nous dans les bois.'</b> Compare and contrast the story and the song.</p> <p><b>Song 'L'alphabet français'</b></p>
<p><b>7 <u>To listen and show understanding of single words/short phrases</u></b></p> <p>I recognize numbers from 0-31 and count up and down more confidently</p> <p>I can remember how to spell some of the French colour words</p> <p>I can identify sounds in the days of the week, perform the actions and blend to make the word.</p> <p>I can join in with songs.</p> <p>I can use my knowledge organizer, phonics strategies, games and a song to help me memorise language such as numbers and days of the week</p>	<p>Greetings and basic conversation</p>	
<p><b>8 <u>To read aloud short sentences using knowledge of letter string sounds and silent letters and to develop understanding of French culture and traditions</u></b></p> <p>I can identify sounds in Christmas words, perform the action and blend to make the word.</p> <p>I can use my knowledge organizer to help me memorise language.</p> <p>I can remember common Christmas traditions in France</p> <p>I can follow the nativity story in French and use my existing knowledge of French words and letter strings and my own cultural understanding to work out unfamiliar French vocabulary.</p> <p>I can listen to traditional French Christmas songs and recognize some of the words.</p>	<p>Explain common French Christmas custom and traditions</p> <p>Read the Nativity story in French.</p> <p>Listen and join in with French versions of well-known Christmas songs</p>	<p>Interactive slides and follow up quiz</p> <p><b>Story 'La Nativité'</b> Listen and try to work out using a variety of reading skills</p> <p><b>Songs 'Vive le vent', 'Mon beau sapin', 'Douce nuit' and 'Le renne avec le nez rouge.'</b> Listen, join in with actions and compare to English versions of the songs.</p>


Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>9.<u>To use a bi-lingual dictionary to find the meanings of words and recognise them in a story</u></p> <p>I can use my knowledge organizer, phonics and practice activities to help me memorise language such as numbers and days of the week</p> <p>I can begin to spell the days of the week</p> <p>I can use a bi-lingual dictionary to work out the meaning of key vocabulary from a French story</p> <p>I can listen to and join in with a story containing lots of new vocabulary and identify some of them.</p>	<p>New Year greetings—Bonne Année!</p> <p>Deux mille vingt-quatre etc...</p> <p>Read a well-known story.</p>	<p>Children greet each other.</p> <p><b>Story ‘Par une sombre nuit de tempête’.</b> Listen and identify when key words are mentioned in the story</p>
<p>10 <u>To write words from memory with understandable accuracy</u></p> <p>I can use a range of activities to help me memorise language such as numbers and days of the week</p> <p>I can count up and down and in odd and even numbers using numbers 0-31</p> <p>I can begin to spell the days of the week and numbers 0-31</p> <p>I can review my learning and recognize strengths and areas to improve</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word</p>	<p>Greetings and basic conversation</p>	
<p>11.<u>To use familiar vocabulary to say simple sentences using a speaking frame</u></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify sounds in the months of the year, perform the action and blend to make the word.</p> <p>I can revisit vocabulary for the seasons from last year and say which months are in which particular season</p> <p>I can make all the Physical French phonics sounds with matching actions</p> <p>I can begin to use the words yesterday, today and tomorrow and the days of the week and use them in a simple sentence</p>	<p>Greetings and basic conversation</p>	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12</b><u>To ask and answer several simple questions with a rehearsed response</u></p> <p>I can ask and answer the question - How old are you?</p> <p>I can identify appropriate graphemes for the sounds found in the colour words from the Physical French Phonics programme</p> <p>I can segment and blend the sounds in the months of the year</p> <p>I can ask and answer the question ‘What is the date?’ Using a suitable day, number and month</p> <p>I can understand and use the words yesterday, today and tomorrow</p>	Greetings and basic conversation	
<p><b>13</b><u>To write a simple phrase to say when it’s your birthday</u></p> <p>I can identify the appropriate sound when looking at a selection of graphemes.</p> <p>I can ask and answer the questions - How old are you? What date is it today? When is your birthday?</p> <p>I can work out when other people’s birthdays are by listening to them speak in French and translating carefully.</p> <p>I can sing Happy Birthday in French</p>	Teach the children how to sing happy birthday in French	Song ' <b>Joyeux anniversaire</b> '

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice    Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<p><b><u>Annual French Week:</u></b>  Activities across the curriculum, including a French themed lunch meal.  Contributions towards the <b>International Schools Award</b></p> <div>  </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>14 <b><u>To demonstrate knowledge of letter string sounds and silent letter rules</u></b></p> <p>I can identify appropriate graphemes for the sounds found in number words from the Physical French Phonics programme.</p> <p>I can ask and answer the questions – How are you? What is your name? How old are you? What date is it today? When is your birthday?</p> <p>I can ask who someone is and answer using a positive sentence to confirm their identity.</p> <p>I can use ce n’est pas to form a simple negative sentence.</p>	<p>Greetings and basic conversation</p> <p>Teach the tradition French game 'Coin, Coin'</p>	<p>Play the game with the whole class.</p>
<p>15<b><u>To write a simple positive and negative sentence using colour words</u></b></p> <p>I can identify the correct sound when looking at a selection of graphemes.</p> <p>I can match appropriate questions and answers used in basic conversations</p> <p>I can ask who someone is and answer to confirm their identity using a positive sentence</p> <p>I can use appropriate tone of voice when voicing a question</p> <p>I can use ce n’est pas to form a simple negative sentence about the colour of something.</p>	<p>Greetings and basic conversation</p> <p>Revisit the tradition French game 'Coin, Coin'</p>	<p>Play the game with the whole class.</p>
<p>16<b><u>To demonstrate an understanding of the position of colour adjectives in a phrase/sentence</u></b></p> <p>I can identify appropriate graphemes for the sounds found in the days of the week from the Physical French Phonics programme</p> <p>I can ask and answer questions used in basic conversations with greater confidence.</p> <p>I can ask who someone is and answer using c’est and ce n’est pas.</p> <p>I know that an adjective usually goes after a noun in French.</p> <p>I can write a simple positive and/or negative sentence using an adjective, an indefinite article and a noun in the correct order</p>	<p>Greetings and basic conversation</p>	



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
17 <b><u>To write simple familiar short phrases from memory</u></b> I can ask and appropriate questions and answers used in basic conversations I can identify appropriate graphemes for the sounds found in the months of the year from the Physical French Phonics programme I can write a phrase including an indefinite article, a noun and a colour from memory I can review my own learning and identify areas I’m doing well in and areas to improve. I can begin to make and say a sentence using Je or Tu with a regular verb, a noun and a colour adjective	Greetings and basic conversation	
18 <b><u>To complete a Google Form Assessment to review my learning this year</u></b>		
19 <b><u>To consolidate all learning through a variety of games and songs</u></b>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice    Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<b><u>Annual French Week:</u></b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen attentively to spoken language and show understanding by joining in an responding</li><li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li><li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li><li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li></ul>	<ul style="list-style-type: none"><li>Appreciate stories, songs, poems and rhymes in the language</li></ul>	<ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>Read carefully and show understanding of words, phrases and simple writing</li><li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material , including using a dictionary</li><li>Describe people, places, things and actions orally and in writing</li><li>Write words from memeory and adapt these to create new sentences, to express ideas clearly</li></ul>	<ul style="list-style-type: none"><li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language: how to apply these , for instance, to build sentences; and how these differ from or are similar to English</li></ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"><li>Listen and show understanding of short phrases through physical response</li><li>Listen and identify rhyming words and particular sounds in songs and rhymes</li><li>Ask and answer several simple and familiar questions with a rehearsed response</li><li>Use familiar vocabulary to say simple sentences to give information using a language scaffold</li></ul>	<ul style="list-style-type: none"><li>Join in with the words of a rhyme, song or story sometimes from memory</li></ul>	<ul style="list-style-type: none"><li>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules</li><li>Read and show understanding of simple familiar phrases and short sentences</li><li>Use a bi-lingual dictionary to find the meaning of a word or translation</li><li>Write and say a simple phrase to describe people, places, things and actions using a language scaffold</li><li>Write simple familiar short phrases from memory with understandable accuracy</li></ul>	<ul style="list-style-type: none"><li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</li><li>Demonstrate understanding of the position of the majority of adjectives</li></ul>

French Week Lessons		Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Geography		Understand where France is and which other countries in the world speak French as an official language.	Look at maps and understand where France is. Explore which other countries in the world speak French as an official language. Consider which languages are known and used by pupils at Rushey Mead Primary.
English		<b>Traditional Tale</b> = <b>Jack and the beanstalk</b> in French. Deduce what is happening in the story and join in with key phrases.	Share the story on the IWB using an animated video clip, deduce what is happening in the story and join in with key phrases.  Complete a follow-up piece of work e.g Writing some of the key French words, labelling pictures, matching English words to French words, zoom in on a repetitive phrase and learn it off by heart  Produce comic strips based on the French version of the Enormous turnip story
Art		<b>Renoir</b> — Recognise the style of Renoir’s painting	Look at the PowerPoint of the French artist’s famous artwork, answer some art appreciation questions then produce one imitation per table of a well-known piece of art from that artist

French Week Lessons	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Music	Listen to and join in with arrange of French songs that consolidate the learning of key vocabulary from the French curriculum.	<b>Ravel</b> - Listen to the playlist of the famous French composer’s most well-known pieces of music whilst producing artwork. Listen to and join in with arrange of French songs that consolidate the learning of key vocabulary from the French curriculum.
IT & Inspirational Francophone Person	Understand why <b>Marie Curie</b> (physicist and chemist ) is a significant figure in France	Research <b>Marie Curie</b> (physicist and chemist ) and produce a Fact file, Mind-map, Poster, leaflet about them
PE & Dance	Learn the rules to play the game ‘ <b>La Pétanque</b> ’ Learn the traditional French dances of ‘ <b>La Farandole</b> ’ and ‘ <b>Jean Petit</b> ’	Play the game ‘ <b>La Pétanque</b> ’, following the rules Perform traditional French dances of ‘ <b>La Farandole</b> ’ and ‘ <b>Jean Petit</b> ’
Maths	French numbers (0-20)	Interactive Number Games: Bingo, Hangman Spelling French Numbers – using French numbers (0-20)
Food Technology	To identify traditional French foods	French food tasting and creating a simple French dish.

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A range of questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice   Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u><b>Annual French Week:</b></u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

