

	Year 3	Year 4	Year 5	Year 6
Units of Learning	J'apprends le français	Je me presente	En classe	Les Vetements
Substantive Knowledge	<p>Pinpointing France and other French speaking countries on a map of the world</p> <p>Ask and answer the question 'How are you?' in French</p> <p>Say 'Hello' and 'Goodbye' in French</p> <p>Ask and answer the question 'What is your name?' in French</p> <p>Count to ten in French Say ten colours in French</p>	<p>Count to 20.</p> <p>Ask somebody how they are feeling, their age, name and where they live.</p> <p>Say how we are feeling, how old we are, what our name is and where we live.</p> <p>Apply rules of adjectival agreement when saying our nationality.</p>	<p>Nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack.</p>	<p>Recognise and recall from memory 21 items of clothing.</p> <p>Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p>
Disciplinary Knowledge	<p>Pronunciation</p> <p>Phonics - oi, on, ou, ch</p> <p>Memory skills so that language and the spelling of new words is remembered after the lesson.</p> <p>Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images</p> <p>Elision. As seen in comment tu t'appelles ? and je m'appelle. This involves dropping the last letter of a word (in these cases the 'e' in the reflexive pronouns te and me), replacing it with an apostrophe, and attaching it to the word that follows (when it begins with a vowel or mute h).</p>	<p>Pronunciation</p> <p>Phonics - I IN IQUE ILLE</p> <p>Work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.</p> <p>Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.</p> <p>Elision.</p> <p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.</p>	<p>Pronunciation</p> <p>Phonics - É E È EAU EUX</p> <p>Work on memory, recall and retention skills using images as well as the written word.</p> <p>Improve spellings in French by completing a variety of written based activities.</p> <p>Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.</p> <p>Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux Elision. J'ai.</p> <p>Nouns, gender, articles/determiners & use of the negative.</p>	<p>Pronunciation</p> <p>Phonics - QU Ç GNE EN AN</p> <p>To learn 21 nouns for clothes with their appropriate article.</p> <p>To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing.</p> <p>To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement.</p> <p>Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French.</p> <p>-ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. Guttural 'R'.</p>
Key Vocabulary	<p>Numbers 1-10</p> <p>Colours</p> <p>Greetings</p> <p>Comment tu t'appelles?</p> <p>Je m'appelle</p> <p>Ca va?</p> <p>Ca va bien merci</p> <p>mal</p> <p>comme ci comme ca</p>	<p>Numbers 1-10 will be revisited along with the language to express feelings.</p> <p>Asking and answering the questions related to basic personal details name, age - quel age as tu? J'ai dix ans</p> <p>Where you live - Ou habites tu? J'habite a Blackpool</p> <p>Nationality - Je suis anglaise.</p>	<p>12 nouns and articles for common classroom objects.</p> <p>Question and answer of what is in my pencil case. Quelle est dans ta trousse?</p> <p>J'ai des ciseaux dans ma trousse.</p> <p>The three options for 'my' in French. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de...(I don't have).</p>	<p>Revisiting colours and the vocabulary to describe weather - chaud (hot) froid (cold)</p> <p>Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear.</p>

Units of Learning	Les fruits	En famille	As tu un animal?	A l'école
Substantive Knowledge	Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French.	Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only).	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.
Disciplinary knowledge	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion. Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front. Nouns, gender, articles/determiners and plural form.	Learn to talk and write with more accuracy, fluency, and confidence on the topic of family. Move from only using the 'I' form of a verb to the 'he/she form'. Increase knowledge of how the French language works by understanding better the role of different words in a sentence. Remember that nouns have gender and that this impacts the choice of articles and possessive adjectives. Improve our ability to choose words carefully, applying increasingly grammatical awareness and using this with improving accuracy. Nouns, articles/determiners & possessive adjectives	Work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences. Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words. 'H' Aspiré. de hamster - h in hamster behaves as a consonant rather than a vowel here. Elision. d'oiseau	To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting. Nouns, gender, definite articles & high frequency regular verb étudier. Silent letters. The children will hear and see that the final 's' is not pronounced in aime the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Elision. J'étudie.
Key Vocabulary	The nouns and determiners/articles for 10 common fruits. The language required to ask 'Which fruit do you like/prefer? Quel fruit préfères- tu? The language required to answer using the positive and negative form. J'aime les fraises mais je n'aime pas les pommes.	Revisit basic personal details (name/age/where you live/nationality) Nouns and articles/determiners for family members, he/she is called. Numbers 1-70	Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets Ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).	Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? A variety of justifications to expand the opinion given in reply - facile (easy) difficile (difficult) ennuyeux (boring) intéressant (interesting)
Units of Learning	Les Glaces	Au Salon de The	Chez moi	Au weekend

<p>Substantive Knowledge</p>	<p>Name, recognise and recall from memory up to 10 flavours in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</p>	<p>Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé'. Improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.</p>	<p>Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction et to link two sentences together.</p>	<p>Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>
<p>Disciplinary Knowledge</p>	<p>To work on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as 'chocolat' for 'chocolate', 'banane' for 'banana', and 'caramel' for 'caramel') and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like,' 'please' and 'thank you.' Understanding nouns, gender & a high frequency verb. Starting to understand better that nouns in French are either masculine or feminine ('une glace', 'un cornet', 'un petit pot') and that there are different words for 'a' or 'an' in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation 'Je voudrais' which is the verb conjugation for 'I would like/want', deriving from the verb 'vouloir' meaning 'to want'.</p>	<p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses. Identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a French 'salon de thé'. Understanding how to make singular nouns plural (so we can order more than one of something). Learn the new transactional language required to perform role-plays as waiter/customer in a French 'salon de thé'. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand French currency better so we can also ask and pay for the bill in French. Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered.</p>	<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge. Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. Elision. J'habite. Indefinite articles, negative & high frequency verbs.</p>	<p>To be able to say and write what activities the children do at the weekend, at what time they do them and also whether they like them or not. Link ideas together using more conjunctions and create longer and more interesting replies. Try to include an opinion. Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. Elision. J'écoute Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. New verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p>
<p>Key Vocabulary</p>	<p>10 different flavours of ice-creams and a range of key transactional language and phrases associated to ordering an ice-cream. All listed on the Pupil Unit Glossary.</p>	<p>A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food.</p>	<p>Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house Key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de.</p>	<p>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end? Après, finalement, puis</p>

