

**Hambleton Primary Academy**

**French Curriculum 2022/23**

**DfE PoS Attainment Targets - Unit Mapping**

 **LISTENING**

 **SPEAKING**

 **READING**



 **WRITING**

 **GRAMMAR**

<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Present ideas and information orally to a range of audiences.</p>	<p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Broaden vocabulary and develop understanding of words introduced in familiar material through dictionaries.</p>
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		1	2	3	4	5	6	7	8	
PoS Attainment Target		1	2	3	4	5	6	7	8	
EARLY LANG UAGE UNITS	I'm Learning	Year 3 Autumn 1			X	X	X	X	X	
	Animals	Year 3 Autumn 2	X		X	X	X	X	X	
	Instruments	Year 3 Spring 1	X	X	X	X	X	X	X	X
	Fruits	Year 3 Spring 2	X		X	X	X	X	X	
	Little Red Riding Hood	Year 3 Summer 2	X	X		X	X	X	X	X
	I Can...	Year 3 Summer 1	X		X	X	X	X	X	
	Presenting Myself	Year 4 Autumn 1	X		X	X	X	X	X	
	My Family	Year 4 Autumn 2	X	X	X	X	X	X	X	X
	In Class	Year 4 Spring 2	X		X	X	X	X	X	
	Goldilocks & The Three Bears	Year 4 Summer 2	X	X		X	X	X	X	X
Do You Have A Pet?	Year 5 Autumn 1	X		X	X	X	X	X		

	What Is The Date?	Year 5 Autumn 2	X		X	X	X	X	X		
	At The Café	Year 5 Spring 1	X		X	X	X	X	X		
INTER MEDI ATE UNITS	The Weather	Year 4 Spring 1	X		X	X	X	X	X		
	My Home	Year 4 Summer 1	X		X	X	X	X	X		
	Clothes	Year 5 Spring 2	X		X	X	X	X	X		
	Habitats	Year 5 Summer 1	X	X		X	X	X	X		
	The Olympics	Year 5 Summer 2	X	X		X	X	X	X	X	
PROG RESSI VE UNITS	At School	Year 6 Autumn 1	X	X	X	X	X	X		X	
	Regular Verbs	Year 6 Autumn 2	X				X				
	The Weekend	Year 6 Spring 1	X		X	X	X	X			
	The Planets	Year 6 Spring 2	X		X	X	X	X	X		
	Healthy Lifestyles	Year 6 Summer 1	X		X	X	X	X	X		
	Me In The World	Year 6 Summer 2	X		X	X	X	X	X		X

<b>Year</b>  <b>3</b>	<b>Unit Title and Unit Type</b>  (Core Vocabulary, Early, Intermediate, Progressive)	<b>Aim of the Unit</b>	<b>Key Knowledge</b>  (Objectives)	<b>Vocabulary</b>	<b>Phonics</b>  	<b>Grammar</b>  
<b>Autumn 1</b>	Week 1 and 2 - Phonics and Pronunciation  <b>Core Vocabulary</b>					
<b>Autumn 1</b>	Week 3 + I'm Learning French J'apprends le Français  <b>Early Language Unit</b>	<ul style="list-style-type: none"> <li>Pinpoint France and other French speaking countries on a map of the world</li> <li>Ask and answer the question 'How are you?' in French</li> </ul>	<ul style="list-style-type: none"> <li>Locate France, Paris, and a few key cities on a map.</li> <li>Understand the Francophone world better.</li> <li>Ask somebody how they are feeling and what their name is.</li> <li>Say how we are</li> </ul>	Language necessary to ask and answer the question 'How are you?' in French. Numbers 1-10 and ten key colours.	Recommended phonics focus: CH OU ON OI · OI sound in trois & noir · ON sound in marron · OU sound in rouge Silent letters. The 's' in Paris, appelle, gris and trois, the 't' in comment, violet,	None in this unit as it is introductory.

- Say 'Hello' and 'Goodbye' in French
- Ask and answer the question 'What is your name?' in French Count to ten in French
- Say ten colours in French



feeling and our names.

- Count to 10.
- Read, write, say, and recall ten different colours.

vert, and the 'x' in deux. This is often the case when these letters are found at the end of words. HOWEVER, there are some rare exceptions where this rule does not apply e.g., the pronunciation of 't' at the end of sept and huit.



- 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). This is generally to facilitate pronunciation. It is not optional in French.

<p><b>Autumn 2</b></p>	<p>Animals Les animaux</p> <p><b>Early Language Unit</b></p>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.             <ul style="list-style-type: none"> <li>Attempt to spell some of these nouns with their correct indefinite article/determiner</li> <li>Pretend that we are a particular animal using the 1st person singular form of the verb être (to be), je suis (I am).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in French.             <ul style="list-style-type: none"> <li>Attempt to spell some of these nouns with their correct indefinite article/determiner</li> <li>Pretend that we are a particular animal using the 1st person singular form of the verb être (to be), je suis (I am).</li> </ul> </li> </ul>	<p>The animal nouns in French plus their appropriate indefinite article/determiner. 1st person conjugation of the verb être (to be), je suis (I am). All listed on Vocabulary Sheet</p>	<p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> <li>CH sound in cheval.</li> <li>OU sound in souris &amp; mouton.</li> <li>ON sound in cochon &amp; mouton.</li> <li>OI sound in oiseau.</li> <li>Silent letters. The 'D' is not pronounced in canard and the last 's' is not pronounced in souris.</li> <li>Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.</li> </ul>	<p><u>Nouns, gender, article/determiners and verbs.</u></p> <p>To learn that nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners: un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.</p>
<p><b>Autumn 2</b></p>	<p>Final Week Christmas <b>Core Vocabulary</b></p>					

<b>Year</b>  <b>3</b>	<b>Unit Title and Unit Type</b>  (Core Vocabulary, Early, Intermediate, Progressive)	<b>Aim of the Unit</b>	<b>Key Knowledge</b>  (Objectives)	<b>Vocabulary</b>	<b>Phonics</b>  	<b>Grammar</b>  
<b>Spring 1</b>	Musical Instruments Les instruments EL  <b>Early Language Unit</b>	<ul style="list-style-type: none"> <li>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. · Start to understand articles/determiners better in French. · Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. · Start to understand articles/determiners better in French. · Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</li> </ul>	Ten common instruments with their appropriate definite article/determiner first and then in a short phrase using the partitive article. First person conjugation of the verb jouer (je joue). This is all listed on the Vocabulary Sheet.	Recommended phonics focus: CH OU ON OI · OU sound in joue · ON sound in violon · Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. · Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon and instruments	<u>Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only.</u> Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 'jouer' (to play), 'je joue' (I play). Learning that nouns in French can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to

						<p>three definite articles le, la and les (l' is not seen in this unit).</p> <p>Learning how to categorise nouns in French by their article/determiner, gender and plurality.</p>
Spring 1	Lesson 1 of French Cultural Lessons - <b>Le Carnaval in Nice</b>		<ul style="list-style-type: none"> <li>● Introduce the children to the tradition of Le Carnaval.</li> </ul>	<b>Enrichment Lesson</b>		
Spring 2	<p>The Fruits Les Fruits</p> <p><b>Early Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Name, recognise and remember up to 10 fruits in French. <ul style="list-style-type: none"> <li>· Attempt to spell some of these nouns with their correct article/determiner.</li> <li>· Ask somebody in French if they like a particular fruit.</li> <li>· Say what fruits we like and dislike in French</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Name, recognise and remember up to 10 fruits in French.</li> <li>● Attempt to spell some of these nouns with their correct article/determiner.</li> <li>● Ask somebody in French if they like a particular fruit.</li> <li>● Say what fruits we like and dislike in French.</li> </ul>	<p>The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form). This is all listed on the Vocabulary Sheet.</p>	<p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> <li>· OI sound in poire</li> <li>· Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.</li> <li>· Liaison. Understanding better that liaison is the word to explain</li> </ul>	<p><u>Nouns, gender, articles/determiners and plural form.</u></p> <p>We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two</p>





					<p>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'. This happens often in French.</p> <ul style="list-style-type: none"> <li>· Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise &amp; abricot. Made from the back of the mouth, not the front.</li> </ul>	<p>forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.</p>
<p><b>Year</b> <b>3</b></p>	<p><b>Unit Title and Unit Type</b></p>	<p><b>Aim of the Unit</b></p>	<p><b>Key Knowledge</b></p>	<p><b>Vocabulary</b></p>	<p><b>Phonics</b></p> 	<p><b>Grammar</b></p> 

	(Core Vocabulary, Early, Intermediate, Progressive)		(Objectives)			
Summer 1	<p>I Can Je Peux</p> <p><b>Early Language Unit</b></p>	<ul style="list-style-type: none"> <li>Recognise, use and remember 10 common French verbs/activities.</li> <li>Use these verbs in the infinitive to make a short sentence starting with je peux.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, use and remember 10 common French verbs/activities.</li> <li>Use these verbs in the infinitive to make a short sentence starting with je peux.</li> </ul>	<p>Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb pouvoir, je peux plus ten common infinitive verbs.</p> <p>All on Vocabulary Sheet</p>	<p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> <li>CH sound in chanter</li> <li>OU sound in écouter</li> <li>OI sound in boire</li> <li>Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.</li> <li>Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose</li> </ul>	<p><u>Modal verb plus infinitive.</u></p> <p>Learning that je peux (that comes from the modal verb pouvoir and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.</p>



					not the mouth! Words like danser, chanter and manger.	
<b>Summer 2</b>	<p>Little Red Riding Hood Petit Chaperon Rouge</p> <p><b>Early Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Sit and listen to a familiar story being told in French.</li> <li>● · Learn to use picture and word cards to recognise and help retain new language.</li> <li>● · Remember key parts of the body in French.</li> </ul>	<ul style="list-style-type: none"> <li>● Sit and listen to a familiar story being told in French. Learn to use picture and word cards to recognise and help retain new language.</li> <li>● Remember key parts of the body in French.</li> </ul>	<p>There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in French. We will also start to recognise, understand meaning and remember other words from the story. All on Vocabulary Sheet.</p>	<p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> <li>· CH sound in chaperon, bouche &amp; bûcheron</li> <li>· OU sound in rouge, loup, bouche &amp; genoux</li> <li>· ON sound in chaperon, maison &amp; bûcheron.</li> <li>· Silent letters and liaison. The last consonants in French words are often silent as seen in the word pied. The final letter 's' in les is sometimes pronounced and sometimes not. When les is used in front of a</li> </ul>	<p><u>Definite, indefinite and partitive articles/determiners.</u></p> <p>In the story there will be many definite, indefinite and partitive articles/determiners that we will recognise from previous units</p>

					<p>word that starts with a consonant, you DO NOT hear the 's' on the end of les eg. les pieds the feet. When les is used in front of a word that starts with a vowel, most words starting with h, and the French word y, you DO pronounce the s on the end of les as seen in les yeux and les oreilles</p>	
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Year 4	Unit Title and Unit Type  (Core Vocabulary, Early, Intermediate, Progressive)	Aim of the Unit	Key Knowledge  (Objectives)	Vocabulary	Phonics  	Grammar  
Autumn 1	1st week - Phonics and Pronunciation Lesson 2 <b>Core Vocabulary</b>					
Autumn 1	Presenting Myself Je Me Présent  <b>Intermediate Language Unit</b>	<ul style="list-style-type: none"> <li>Count to 20.</li> <li>Ask somebody how they are feeling, their age, name and where they live.</li> <li>Say how we are feeling, how old we are, what our name is and where we live.</li> <li>Apply rules of adjectival agreement when saying our nationality.</li> </ul>	<ul style="list-style-type: none"> <li>Count to 20.</li> <li>Ask somebody how they are feeling, their age, name and where they live.</li> <li>Say how we are feeling, how old we are, what our name is and where we live.</li> <li>Apply rules of adjectival agreement when saying our nationality.</li> </ul>	Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is	Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>IN sound in cinq</li> <li>I sound in huit, dix, Patrick, habite, Paris &amp; suis</li> <li>Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens</li> </ul>	<u>Adjectival agreement.</u>  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

				listed on the Vocabulary Sheet.	<p>when 's' is the final consonant in a word.</p> <ul style="list-style-type: none"> <li>• Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.</li> </ul>	
<b>Autumn 1</b>	Days of the week <b>Core Vocabulary</b>					
<b>Autumn 2</b>	The Family La Famille	· Remember the nouns for family members in French from memory.	<ul style="list-style-type: none"> <li>• Remember the nouns for family members in French from</li> </ul>	We will revisit basic personal details	Recommended phonics focus: I IN ILLE IQUE	<u>Nouns, articles/determiner</u>



<p><b>Intermediate Language Unit</b></p>	<p>· Describe our own or a fictitious family in French by name, age, and relationship.</p> <p>· Count to 70 in French.</p> <p>· Understand possessive adjectives better in French ('my' form only).</p>	<p>memory.</p> <ul style="list-style-type: none"> <li>• Describe our own or a fictitious family in French by name, age, and relationship.</li> <li>• Count to 70 in French.</li> <li>• Understand possessive adjectives better in French ('my' form only)</li> </ul>	<p>(name/age/where you live/nationality) and learn the nouns and articles/determine rs for family members, he/she is called and numbers 1-70 plus how to say how old we are. All on the Vocabulary Sheet.</p>	<ul style="list-style-type: none"> <li>· I sound in Famille &amp; Fille</li> <li>· IN sound in cinq &amp; cinquante</li> <li>· ILLE sound in Famille</li> <li>· IQUE sound in unique</li> <li>· Silent Letters: The final consonant (s) is not pronounced in appelles, ans, sœurs, mes grandparents, les or parents. This is often but not always the case in French.</li> <li>· Elision : In je m'appelle/ il s'appelle/ elle s'appelle/ j'ai. This is when the last letter of a word ends in a vowel, and so is dropped and replaced with an apostrophe because the first letter of the next word also starts</li> </ul>	<p><u>s &amp; possessive adjectives.</u></p> <p>Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French mon, ma and mes for our one word 'my' in English. Moving from 'I am' and 'I have' to 'he/she is' and 'he/she has'.</p>

					with a vowel or a silent 'h'. This is done to facilitate pronunciation.	
<b>Autumn 2</b>	Christmas					
<b>Year 4</b>	<b>Unit Title and Unit Type</b>  (Core Vocabulary, Early, Intermediate, Progressive)	<b>Aim of the Unit</b>	<b>Key Knowledge</b>  <b>(Objectives)</b>	<b>Vocabulary</b>	<b>Phonics</b>  	<b>Grammar</b>  
<b>Spring 1</b>	The Weather Quel Temps Fait-il?  <b>Intermediate Language Unit</b>	<ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in French from memory.</li> <li>Ask what the weather is today and give a reply in French.</li> <li>Describe the weather in France, in French using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in French from memory.</li> <li>Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols</li> </ul>	The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. This is all listed on the Vocabulary Sheet.	Recommended phonics focus: É E È EAU EUX <ul style="list-style-type: none"> <li>E sound in le &amp; de</li> <li>EAU sound in beau</li> <li>Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans &amp; mauvais and</li> </ul>	<u>Use of il y a &amp; faire in weather phrases.</u> Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English,



					<p>the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.</p> <p>· Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes</p>	<p>but it is how it is expressed in French! Understanding it is not always a word for word translation</p>
Spring 1	Lesson 2 of French Cultural Lessons - La Galette des Rois	•	• Introduce the children to the tradition of La Galette des Rois.	Enrichment Lesson		



<p><b>Spring 2</b></p>	<p>In the Classroom En Classe</p> <p><b>Intermediate Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>● Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>● Learn how to use the negative in French.</li> <li>● Describe what we have and do not have in our pencil case/rucksack.</li> </ul>	<ul style="list-style-type: none"> <li>● Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>● Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>● Learn how to use the negative in French.</li> <li>● Describe what we have and do not have in our pencil case/rucksack.</li> </ul>	<p>12 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. 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). This is all listed on the Vocabulary Sheet.</p>	<p>Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> <li>· I sound in livre, calculatrice &amp; ciseaux.</li> <li>· Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.</li> <li>· Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux</li> <li>· Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to</li> </ul>	<p><u>Nouns, gender, articles/determiners &amp; use of the negative.</u></p> <p>Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de... ('I do not have') in French.</p>
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					the word that follows which begins with a vowel of mute 'h'. This facilitates pronunciation and is not optional in French.	
<b>Year 4</b>	<b>Unit Title and Unit Type</b>  <b>(Core Vocabulary, Early, Intermediate, Progressive)</b>	<b>Aim of the Unit</b>	<b>Key Knowledge</b>  <b>(Objectives)</b>	<b>Vocabulary</b>	<b>Phonics</b>  	<b>Grammar</b>  
<b>Summer 1</b>	<b>My Home Chez Moi</b>  <b>Intermediate Language Unit</b>	<ul style="list-style-type: none"> <li>Say and write in French whether we live in a house or an apartment.</li> <li>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'...</li> <li>Use the connective/conjunction et to link two</li> </ul>	<ul style="list-style-type: none"> <li>Say and write in French whether we live in a house or an apartment.</li> <li>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'...</li> <li>Use the connective/conjunction</li> </ul>	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	Recommended phonics focus: É E È EAU EUX · E sound in appartement · EAU sound in bureau · Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains	<u>Indefinite articles, negative &amp; high frequency verbs.</u> Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus

		<p>sentences together</p>	<p>on et to link two sentences together.</p>	<p>rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de.. All on Vocabulary Sheet</p>	<p>the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words.</p> <ul style="list-style-type: none"> <li>· Elision. J'habite.</li> </ul> <p>Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</p>	<p>on j'habite from the verb HABITER a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.</p>
<p><b>Summer 2</b></p>	<p>Goldilocks and the Three Bears Boucle D'Or</p>	<ul style="list-style-type: none"> <li>● Listen attentively to a whole familiar fairy tale in French.</li> <li>● Remembering new</li> </ul>	<ul style="list-style-type: none"> <li>● Listen attentively to a whole familiar fairy tale in French.</li> </ul>	<p>There is no specific list of language to be covered/learnt.</p>	<p>Recommended phonics focus: I IN IQUE ILLE</p>	<p>No explicit grammar point or structure is taught in this unit</p>



	<p><b>Intermediate Language Unit</b></p>	<p>language using picture, word and phrases cards.</p> <ul style="list-style-type: none"> <li>● Improve gist reading and gist listening skills.</li> <li>● Attempt to re-tell a familiar fairy tale in French using a mini book for support</li> </ul>	<ul style="list-style-type: none"> <li>● Remembering new language using picture, word and phrases cards.</li> <li>● Improve gist reading and gist listening skills.</li> <li>● Attempt to re-tell a familiar fairy tale in French using a mini book for support</li> </ul>	<p>There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.</p>	<ul style="list-style-type: none"> <li>· I sound in petit, lit &amp; il</li> <li>· ILLE sound in fille</li> <li>· Silent letters. The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when they are at the end of a French word.</li> <li>· Liaison. Ils ont. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next</li> </ul>	<p>as it is a story telling unit working on language learning strategies.</p>

					<p>word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!</p>	
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<b>Year</b>  <b>5</b>	<b>Unit Title and Unit Type</b>  <b>(Core Vocabulary, Early, Intermediate, Progressive)</b>	<b>Aim of the Unit</b>	<b>Key Knowledge</b>  <b>(Objectives)</b>	<b>Vocabulary</b>	<b>Phonics</b>  	<b>Grammar</b>  
<b>Autumn 1</b>	1st week - Phonics and Pronunciation Lesson 3 <b>Core Vocabulary</b>					
<b>Autumn 1</b>	Do you have a pet? As-Tu Un Animal?  <b>Intermediate Language Unit</b>	<ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>· Say in French what pet we have/do</li> </ul>	<ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>Say in French what pet we</li> </ul>	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 and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives	Recommended phonics focus: É E È EAU EUX · É sound in Cécile · E sound in je & de · EAU sound in oiseau · 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.	<u>Indefinite articles, high frequency verbs &amp; negative.</u> Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiner s un and une. Negative structure je n'ai pas de/d'...

		<p>not have and give our pet's name.</p> <ul style="list-style-type: none"> <li>Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>	<p>have/do not have and give our pet's name.</p> <ul style="list-style-type: none"> <li>Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>	<p>et (and) and mais (but). All listed in the Vocabulary Sheet.</p>	<ul style="list-style-type: none"> <li>'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</li> <li>Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</li> </ul>	
Autumn 2	<p>What is the Date? La date</p> <p><b>Intermediate Language Unit</b></p>	<ul style="list-style-type: none"> <li>Recall from memory the seven days of the week, the twelve months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Recall from memory the seven days of the week, the twelve months of</li> </ul>	<p>The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date</p>	<p>Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> <li>É sound in février &amp; décembre</li> </ul>	<p><u>Ordinal &amp; cardinal numbers.</u></p> <p>To learn that months of the year (and the days of the week) do not</p>



		<p>and numbers 1-31 in French.</p> <ul style="list-style-type: none"> <li>• Ask and answer what the date is in French.</li> <li>• Ask and answer the question 'when is your birthday?' in French.</li> </ul>	<p>the year and numbers 1-31 in French.</p> <ul style="list-style-type: none"> <li>• Ask and answer what the date is in French.</li> <li>• Ask and answer the question 'when is your birthday?' in French.</li> </ul>	<p>and how to ask and say when your birthday is.</p>	<ul style="list-style-type: none"> <li>• E sound in septembre &amp; novembre</li> <li>• EUX sound in deux.</li> <li>• Silent letters. You will hear and see that the 't' is not pronounced in 'est' and 'juillet'.</li> </ul>	<p>have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier/1er).</p>
Autumn 2	Christmas					
<b>Year 5</b>	<p><b>Unit Title and Unit Type</b></p> <p><b>(Core Vocabulary, Early, Intermediate, Progressive)</b></p>	<b>Aim of the Unit</b>	<p><b>Key Knowledge</b></p> <p><b>(Objectives)</b></p>	<b>Vocabulary</b>	<p><b>Phonics</b></p> 	<p><b>Grammar</b></p> 
Spring 1	<p>At the Café Au Cafe</p> <p><b>Intermediate Language Unit</b></p>	<ul style="list-style-type: none"> <li>• Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>• Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.</li> </ul>	<p>Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'. The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform</p>	<p>Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> <li>• IN sound in orangina</li> <li>• I sound in petit, citron, frites, confiture &amp; biscottes</li> </ul>	<p><u>Nouns, gender, determiners/articles &amp; je voudrais.</u></p> <p>Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on</p>



		<ul style="list-style-type: none"> <li>Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</li> </ul>	<p>their role play. All listed in the Vocabulary Sheet.</p>	<ul style="list-style-type: none"> <li>Silent letters. The 's' is not pronounced in words like frites, voudrais, prends, jus or biscottes. This is often the case with final consonants (in these examples 's') at the end of words in French</li> </ul>	<p>meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.</p>
<p><b>Spring 2</b></p>	<p>Clothes Les Vetements</p> <p><b>Intermediate Language Unit</b></p>	<ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.</li> <li>Revisit the use of the possessive adjective 'my' in French and describe</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing.</li> </ul>	<p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear. All listed in the Vocabulary Sheet.</p>	<p>Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> <li>É sound in écharpe</li> <li>E sound in chemise &amp; chemisier</li> <li>EAU sound in manteau</li> <li>Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final</li> </ul>	<p><u>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles &amp; adjectival agreement.</u></p> <p>The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.</p>

		clothes in terms of colour.	Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.		<p>consonant of a word in French.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front</li> </ul>	
Spring 2	Lesson 3 of French Cultural Lessons - <b>Le Poisson d'Avril</b>	•	• Introduce the children to the tradition of Le Poisson d'Avril	<b>Enrichment Lesson</b>		
<b>Year 5</b>	<p>Unit Title and Unit Type</p> <p>(Core Vocabulary,</p>	Aim of the Unit	Key Knowledge	Vocabulary	<p>Phonics</p> 	<p>Grammar</p> 



	Early, Intermediate, Progressive)		(Objectives)			
<b>Summer 1</b>	Habitats Les Habitats  <b>Intermediate Language Unit</b>	<ul style="list-style-type: none"> <li>• Say and write the key elements that animals and plants need to survive.</li> <li>• Name the 5 most common types of habitats.</li> <li>• Name an animal and a plant that live and grow in each type of habitat</li> </ul>	<ul style="list-style-type: none"> <li>• Say and write the key elements that animals and plants need to survive.</li> <li>• Name the 5 most common types of habitats.</li> <li>• Name an animal and a plant that live and grow in each type of habitat.</li> </ul>	Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.	<p>Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> <li>· É sound in désert &amp; océan</li> <li>· E sound in le</li> <li>· EAU sound in chameau &amp; eau</li> <li>· Silent letters. The children will hear and see that the ‘s’ is not pronounced in les, habitats and grands arbres the ‘t’ is not pronounced in désert. Both these consonants are often silent when at the end of French words.</li> <li>· Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the</li> </ul>	<p><u>Verbs</u></p> <p>Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs.</p>

					mouth! Words like grands, dans, buissons, requin, national and singe.	
<b>Summer 2</b>	<p>The Olympics Les Jeux Olympiques</p> <p><b>Intermediate Language Unit</b></p>	<ul style="list-style-type: none"> <li>Understand the key facts of the ancient and modern Olympics recounted in French.</li> <li>Learn 10 nouns and articles for common Olympic sports.</li> <li>Explore the full present tense conjugation of the high frequency verb FAIRE.</li> <li>Look at the adjectival changes involved when you describe a male</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key facts of the ancient and modern Olympics recounted in French.</li> <li>Learn 10 nouns and articles for common Olympic sports.</li> <li>Explore the full present tense conjugation of the high frequency verb FAIRE.</li> <li>Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</li> </ul>	<p>The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form. All listed on Vocabulary Sheet</p>	<p>Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>QU sound in olympiques &amp; antique</li> <li>Ç sound in français • EN sound in commence, pendant &amp; argent</li> <li>AN sound in antique, pendant &amp; grands</li> <li>Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string.</li> </ul>	<p><u>Adjectival agreement &amp; irregular verb faire.</u></p> <p>To learn that when saying you play a sport in French, the verb FAIRE is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb FAIRE.</p>

		Olympian or female Olympian				
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Year 6	Unit Title and Unit Type  (Core Vocabulary, Early, Intermediate, Progressive)	Aim of the Unit	Key Knowledge  (Objectives)	Vocabulary	Phonics  	Grammar  
Autumn 1	1st week - Phonics and Pronunciation Lesson 4 <b>Core Vocabulary</b>					
Autumn 1	At School À L'école  <b>Progressive Language Unit</b>	<ul style="list-style-type: none"> <li>Name the subjects we study in school in French with the correct definite article/determiner.</li> <li>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for</li> </ul>	<ul style="list-style-type: none"> <li>Name the subjects we study in school in French with the correct definite article/determiner.</li> <li>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for</li> </ul>	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...? and a variety of	QU Ç GNE EN AN <ul style="list-style-type: none"> <li>QU sound in informatique &amp; musique</li> <li>Ç sound in français</li> <li>AN sound in anglaise, français, amusant &amp; intéressant</li> <li>EN sound in sciences</li> </ul>	<u>Nouns</u> , <u>gender</u> , <u>definite articles</u> & <u>high frequency regular verb étudier</u> .  Revision of definite article le, la, l' and les. Focus on 1st person singular

		<p>that subject.</p> <ul style="list-style-type: none"> <li>● Start to tell the time by learning how to say time by the hour.</li> <li>● Say at what time we study certain subjects at school.</li> </ul>	<p>that subject.</p> <ul style="list-style-type: none"> <li>● Start to tell the time by learning how to say time by the hour.</li> <li>● Say at what time we study certain subjects at school.</li> </ul>	<p>justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.</p>	<ul style="list-style-type: none"> <li>· Silent letters. The children will hear and see that the final 's' is not pronounced in aimez the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French.</li> <li>· Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>	<p>conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications</p>
<p><b>Autumn 2</b></p>	<p>Regular Verbs Les Verbes Reguliers</p> <p><b>Progressive Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Understand better what personal/subject pronouns are.</li> <li>● Understand better the concept of verb</li> </ul>	<ul style="list-style-type: none"> <li>● Understand better what personal/subject pronouns are.</li> <li>● Understand better the concept of verb</li> </ul>	<p>Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs.</p>	<ul style="list-style-type: none"> <li>● Silent letters. There are lots of silent letters and silent letter strings in the four high frequency regular verbs used in this unit. The 's'</li> </ul>	<p><u>Subject pronouns &amp; regular verb conjugation.</u> Introduction of subject pronouns and the patterns involved in</p>

		<p>stems and endings.</p> <ul style="list-style-type: none"> <li>• Conjugate easily and with clear understanding regular -er verbs like JOUER.</li> <li>• Conjugate easily and with clear understanding regular -ir verbs like FINIR.</li> <li>• Conjugate easily and with clear understanding regular -re verbs like VENDRE.</li> </ul>	<p>stems and endings.</p> <ul style="list-style-type: none"> <li>• Conjugate easily and with clear understanding regular -er verbs like JOUER.</li> <li>• Conjugate easily and with clear understanding regular -ir verbs like FINIR.</li> <li>• Conjugate easily and with clear understanding regular -re verbs like VENDRE</li> </ul>	All listed on the Vocabulary Sheet.	<p>in tu joues &amp; tu finis and je vais ,je fais , tu as and tu fais for example. The letters s, x, z, t, d, n and m, normally silent when at the end of a word, are often pronounced when the next word begins with a vowel.</p> <p>- entin the ils/elles conjugations ils/elles jouent/finissent/vendent is silent. The - ent at the end of a French verb is never pronounced</p>	regular verb conjugation. Present tense full conjugation of jouer (to play), finir (to finish) and vendre (to sell).
Autumn 2	Lesson 4 of French Cultural Lessons - <b>Le Bleu et de France</b>	•	• Introduce the children to the tradition of Le Bleu et de France	<b>Enrichment Lesson</b>		
<b>Year 6</b>	<p>Unit Title and Unit Type</p> <p>(Core Vocabulary, Early, Intermediate, Progressive)</p>	Aim of the Unit	<p>Key Knowledge</p> <p>(Objectives)</p>	Vocabulary	<p>Phonics</p> 	<p>Grammar</p> 



<p><b>Spring 1</b></p>	<p>The Weekend Le Week-End</p> <p><b>Progressive Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Tell the time in French using quarter past, half past and quarter to.</li> <li>● Say and write in French what we do at the weekend using two or more sentences.</li> <li>● Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Tell the time in French using quarter past, half past and quarter to.</li> <li>● Say and write in French what we do at the weekend using two or more sentences.</li> <li>● Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul>	<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? All listed on Vocabulary Sheet</p>	<p>QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>· QU sound in quelle, informatique &amp; musique</li> <li>· ANsound in bandes, amusant, intéressant &amp; fatigant</li> <li>· ENSound in prends &amp; finalement</li> <li>· 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.</li> <li>· Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</li> </ul>	<p><u>Verbs, conjunctions and opinions.</u></p> <p>Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to 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>
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<p><b>Spring 2</b></p>	<p>Planets Les Planetes</p> <p><b>Progressive Language Unit</b></p>	<ul style="list-style-type: none"> <li>Name and spell accurately some/all the planets in French on a solar map.</li> <li>Say and write extended sentences for at least one planet.</li> <li>Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Name and spell accurately some/all the planets in French on a solar map.</li> <li>Say and write extended sentences for at least one planet.</li> <li>Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.</li> </ul>	<p>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheets</p>	<p>QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>EN sound in centre &amp; seulement</li> <li>AN sound in planètes &amp; uranus</li> <li>Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et or seulement. These two consonants are often silent when seen at the ends of words in French.</li> <li>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front.</li> </ul>	<p><u>Adjectival agreement.</u></p> <p>Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun.</p>
<p><b>Year 6</b></p>	<p><b>Unit Title and Unit Type</b></p> <p>(Core Vocabulary, Early, Intermediate, Progressive)</p>	<p><b>Aim of the Unit</b></p>	<p><b>Key Knowledge</b></p> <p><b>(Objectives)</b></p>	<p><b>Vocabulary</b></p>	<p><b>Phonics</b></p> 	<p><b>Grammar</b></p> 

<p><b>Summer 1</b></p>	<p>Healthy Lifestyle Manger &amp; Bouger</p> <p><b>Progressive Language Unit</b></p>	<ul style="list-style-type: none"> <li>● Say and write what we eat and drink to stay healthy.</li> <li>● Say and write what we do not eat and drink to stay healthy.</li> <li>● Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>● Follow a simple, healthy recipe in French.</li> </ul>	<ul style="list-style-type: none"> <li>● Say and write what we eat and drink to stay healthy.</li> <li>● Say and write what we do not eat and drink to stay healthy.</li> <li>● Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>● Follow a simple, healthy recipe in French.</li> </ul>	<p>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy. All listed on Vocabulary Sheet</p>	<p>QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>· QU sound in électroniques</li> <li>· AN sound in manger, santé, viande &amp; mélangez</li> <li>· Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.</li> </ul>	<p><u>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions</u></p> <p>Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas &amp; je ne bois pas). Exploring verbs in the imperative form to give instructions.</p>
<p><b>Summer 2</b></p>	<p>Me in the World Moi Dans Le Monde</p> <p><b>Progressive Language Unit</b></p>	<ul style="list-style-type: none"> <li>· Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>· Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> </ul>	<ul style="list-style-type: none"> <li>● Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>● Say and write about some key celebrations in the French speaking</li> </ul>	<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed</p>	<p>QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>· QU sound in quel, qu'est-ce que, quelle &amp; plastique</li> <li>· Ç sound in ça &amp; français</li> <li>· GNE sound in montagnes</li> <li>· EN sound in commence, Valentin &amp; environnement</li> </ul>	<p><u>Verbs &amp; near future tense.</u></p> <p>Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future</p>

		<p>· Say and write something we do to help the planet.</p>	<p>world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</p> <ul style="list-style-type: none"><li>• Say and write something we do to help the planet.</li></ul>	<p>on the Vocabulary Sheet</p>	<p>· AN sound in dans, Merwan, Canada &amp; franc</p> <p>· Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</p> <p>· -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string</p>	
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