

Holme Community School – Long Term Curriculum Planning

Subject	French	Cycle	B
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What themes/ golden threads weave through the curriculum?	Our curriculum has 3 knowledge strands: phonics, vocabulary and grammar. The 3 strands are applied to our skills strands of: <ul style="list-style-type: none"> Language comprehension – listening and reading Language production – Speaking and writing Cultural awareness
Why were these themes chosen?	To deepen pupils understanding of the world, create global citizens and develop a positive attitude towards different languages and cultures.
What are the overall aims of this curriculum?	Our curriculum aims to instil a love of learning languages and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our curriculum, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What are the building blocks for this subject to ensure children are KS2 ready?						
Year 3/4	Topic Heading:	This is me	Clothes (Inc Noel)	Calendar	Weather	Food	Transport
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on)	Greetings Vocab: <ul style="list-style-type: none"> bonjour salut écoutez répétez regardez 	Clothes in French Vocab: <ul style="list-style-type: none"> un T-shirt un short un chapeau un pantalon une chemise une veste 	Numbers 1-31 in French Phonics: Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.	French weather phrases Phonics: Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.	Ordering food and drink Vocab: <ul style="list-style-type: none"> s'il vous plaît merci le restaurant une table le café 	French transport language detectives Vocab: <ul style="list-style-type: none"> un ferry un train un vélo un sous-marin

Phonics, vocabulary and grammar.	<ul style="list-style-type: none"> • excellent • bravo • très bien • je m'appelle • comment tu t'appelles ? • au revoir • tout le monde <p>Phonics: pronounce the phonemes u, on, and ou correctly in French.</p> <p><u>Greetings according to the time of day</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • bonjour • bonsoir • bonne nuit • tout le monde • la Tour Eiffel • Monsieur <p><u>How are you:</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • ça va ? • ça va • ça va bien • ça va très bien • bof • ça ne va pas • ça va mal • ouvrez les yeux • fermez les yeux <p>Phonics: pronounce words containing the letters ç and è.</p>	<ul style="list-style-type: none"> • des bottes (f) • des chaussettes (f) • des lunettes (f) • des baskets (f) <p>Phonics: Identify sounds from the key phonics; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar: (determiners) To know the equivalents for the words 'a/an/some': un, une, des and 'my' mon/ma/mes.</p> <p><u>Where do adjectives go?</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • bleu • rouge • vert • jaune • orange • marron • rose • violet • noir • blanc • grand • petit <p>Grammar: Adjectives of size go before the noun they describe, just as they do in English. Adjectives of colour go after the noun that they describe. Adjectives must agree with the noun they describe in number (singular or plural) and gender (masculine or feminine.)</p>	<p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Vocab:</p> <ul style="list-style-type: none"> • 1-31 en Français <p><u>Days of the week:</u></p> <p>Phonics: Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Vocab:</p> <ul style="list-style-type: none"> • lundi • mardi • mercredi • jeudi • vendredi • samedi • dimanche <p><u>Months of the year:</u></p> <p>Phonics: Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Vocab:</p> <ul style="list-style-type: none"> • janvier • février • mars • avril • mai • juin 	<p>Vocab:</p> <ul style="list-style-type: none"> • Quel temps fait-il aujourd'hui ? • il fait beau • il fait mauvais • il fait chaud • il fait froid • il pleut • il neige • il y a du soleil <p><u>A French weather rap</u></p> <p>Phonics: Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Vocab:</p> <ul style="list-style-type: none"> • Quel temps fait-il aujourd'hui ? • il fait beau • il fait mauvais • il fait chaud • il fait froid • il pleut • il neige • il y a du soleil <p><u>Compass points in French</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • le nord • le sud • l'est • l'ouest <p>Phonics: Identify sounds from the key phonemes; in, ou,</p>	<ul style="list-style-type: none"> • le menu • une entrée • un plat principal • une boisson <p>Phonics: To know that 'h' at the start of a word in French is not pronounced.</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar: To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p><u>Managing money:</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • de l'argent • un billet • la monnaie • une pièce • dix • vingt • trente • quarante • cinquante • soixante • soixante-dix • quatre-vingts • quatre-vingt-dix • cent <p>Phonics:</p>	<ul style="list-style-type: none"> • un avion • un bateau • une voiture • à pied <p>Phonics: Identify sounds from the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the ends of words in French are not usually pronounced.</p> <p>Grammar: To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in 'e'.</p> <p><u>How shall we travel?</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> • je vais • en vacances • un hélicoptère • un ballon • un autobus <p>Phonics: Identify sounds from the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the ends of words in French are not usually pronounced.</p>
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	<p><u>Personal information</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> découpez coloriez collez bonjour bonsoir ça va ? ça va ça va bien ça va très bien bof ça ne va pas ça va mal comment tu t'appelles ? je m'appelle au revoir un spectacle <p>Phonics: Find sound-spelling links for words containing the phonemes 'ou', 'on' and 'u' and the sound made by a ç cedilla.</p> <p><u>A French friend</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> bonjour mon ami(e) comment tu t'appelles ? ça va ? ça va très bien j'habite en Angleterre au revoir <p>Phonics: Write the cedilla on the ç and the accent on the è.</p>	<p>Phonics: Identify sounds from the key phonics; in, ou, on, en, eau, et, eau, eu, ez.</p> <p><u>French clothes catalogue</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> un T-shirt un short un chapeau un pantalon une chemise une veste des bottes (f) des chaussettes (f) des lunettes (f) des baskets (f) bleu rouge vert jaune orange marron rose violet noir blanc grand petit <p>Grammar:</p> <p>Adjectives of size go before the noun they describe, just as they do in English.</p> <p>Adjectives of colour go after the noun that they describe.</p> <p>Adjectives must agree with the noun they describe in number (singular or plural) and gender (masculine or feminine.)</p>	<ul style="list-style-type: none"> juillet aout septembre octobre novembre decembre <p><u>Seasons:</u></p> <p>Phonics:</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Vocab:</p> <ul style="list-style-type: none"> l'hiver le printemps l'ete l'automne <p><u>Celebrating a French birthday:</u></p> <p>Phonics:</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Vocab: As before</p>	<p>on, en, eau, et, eau, eu, ez.</p> <p><u>The temperature</u></p> <p>Phonics:</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Vocab:</p> <ul style="list-style-type: none"> dix vingt trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingts-dix cent <p><u>The water cycle</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> le cycle de l'eau la condensation l'évaporation les précipitations <p>Phonics:</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p>	<p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar:</p> <p>To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p><u>French shops</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> les magasins la boulangerie du pain la baguette la pâtisserie une épicerie les fruits les légumes le marché le supermarché <p>Phonics:</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar:</p> <p>To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.</p>	<p>Grammar:</p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in 'e'.</p> <p><u>On the road</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> il y a combien de...? un autobus un bus un avion un bateau un sous-marin un ballon un train un ferry un hélicoptère une voiture <p>Phonics:</p> <p>Identify sounds from the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To know that consonants at the ends of words in French are not usually pronounced.</p> <p>Grammar:</p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the</p>
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Phonics: Identify sounds from the key phonics; in, ou, on, en, eau, et, eau, eu, ez.

Christmas in France

Vocab:

- Joyeux Noël
- Le Père Noël
- Réveillon
- la bûche de Noël
- La Fête des Rois

La Nativité

Vocab:

- L'ange
- Marie
- Joseph
- Jésus
- bébé
- l'auberge
- l'étable
- bergers
- agneau
- étoile
- les Rois mages

To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.

French food:

Vocab:

- un croque monsieur
- un gâteau
- un fromage
- un sandwich
- une baguette
- une quiche
- une crêpe
- une ratatouille
- une soupe
- une baguette
- une pizza
- un croissant

Phonics:
To know that 'h' at the start of a word in French is not pronounced.

Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.

Grammar:
To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.

To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.

indefinite article un or une.

To know that feminine nouns often (but not always) end in 'e'.

Travel the French speaking world

Vocab:

- tu vas où?
- tu vas comment?

Phonics:
Identify sounds from the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
To know that consonants at the ends of words in French are not usually pronounced.

Grammar:
To understand that every French noun is either masculine or feminine.

To know that the gender affects the form of the indefinite article un or une.

To know that feminine nouns often (but not always) end in 'e'.

Journey to a French school

Vocab: As before

Phonics:

						<p>Le menu</p> <p>Vocab: As before</p> <p>Phonics: To know that ‘h’ at the start of a word in French is not pronounced.</p> <p>Identify sounds from the key phonemes; in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar: To know the equivalents for the word ‘the’ in French : le/la/l’/les and ‘a/an/some’: un, une, des.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p>	<p>Identify sounds from the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the ends of words in French are not usually pronounced.</p> <p>Grammar: To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in ‘e’.</p>
National Curriculum Objectives to be covered	<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>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <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>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</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</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</p>	

			<p>familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; 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.</p> <p>Appreciate stories, songs, poems and rhymes in the language. (Christmas)</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</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 audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>basic language structures.</p> <p>Present ideas and information orally to a range of audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>		<p>are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; 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.</p>
	Key verb phrase(s)		<ul style="list-style-type: none"> je porte il porte elle porte J'aime je n'aime pas 	<ul style="list-style-type: none"> je voudrais (I would like) 	<ul style="list-style-type: none"> Il /Il fait (it is) 	<ul style="list-style-type: none"> je voudrais, (I would like) J'aime je n'aime pas voilà (Here you go) vous désirez ... ? (would you like...) 	<ul style="list-style-type: none"> je vais (I go) je vais à... (I am going to...) je vais en... (I am going to...)

	Core Activities	<ul style="list-style-type: none"> Create masks to denote expressions and feelings. Write a postcard to a French friend. 	<ul style="list-style-type: none"> Match the correct description to the outfit. Play the game, In my suitcase... Complete the Christmas in France activity sheet. Make a folding La Nativité story book. 	<ul style="list-style-type: none"> Make a wish list of birthday presents. Create a weekly diary of activities. 	<ul style="list-style-type: none"> Create a weather rap. Create a water cycle poster. 	<ul style="list-style-type: none"> Make a triarama showing 2 different shops. Create their own French menu. 	<ul style="list-style-type: none"> Sing the transport song and create some accompanying actions. Complete a survey to determine the most common transport to school.
	Assessment Activities/ Key knowledge	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.
Year 5/6	Topic Heading:	Sport, Olympics and Hobbies (Inc Noel)		In my French House		A French Town	Holidays
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on) Phonics, vocabulary and grammar.	<u>Sports in French</u> Vocab: <ul style="list-style-type: none"> je joue je fais je joue au basket le basket le football/le foot le hockey le tennis le rugby le ski Grammar: <ul style="list-style-type: none"> To make a verb negative, you put ne and pas around the verb. Remember that if the verb begins with a vowel, the ne becomes n'. The endings of regular verbs (those ending with er) are: e.g. to like 'aimer' I - e We - ons You - es You - ez		<u>My French house</u> Vocab: <ul style="list-style-type: none"> un appartement une grande maison une petite maison une maison jumelée une ferme qu'est-ce que c'est ? C'est le/la Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar: To know that partitive articles (du/de/la/de l'/des) describe where something is placed. <u>My French house – rooms.</u> Vocab: <ul style="list-style-type: none"> a salle à manger la cuisine 		<u>Go to France and other countries</u> Vocab: <ul style="list-style-type: none"> maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année beaucoup de Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar: Conjugate the regular verb 'aller' and understand in	French directions to school Vocab: <ul style="list-style-type: none"> en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche Phonics: To know that an understanding of different sounds in French can help when

		<p>He - e They (m) -ent She - e They (f) - ent</p> <p><u>France – Ready to go!</u> Vocab:</p> <ul style="list-style-type: none"> • aller • l'Angleterre (f) • l'Écosse (f) • le Pays de Galles (m) • l'Irlande du Nord (f) • l'Irlande (f) • la France (f) • la Belgique (f) • les Pays-Bas (m) • l'Allemagne (f) • l'Italie (f) • l'Espagne (f) • les États-Unis d'Amérique (m) • le Canada (m) • l'Australie (f) <p>Grammar: Conjugate the regular verb 'aller' je vais I go nous allons we go</p> <p>tu vas you go vous allez you go</p> <p>il va he goes ils vont they go (m.)</p> <p>elle va she goes elles vont they go (f.)</p> <p><u>La competition – Le Tour de France</u> Vocab: (PE Verbs)</p> <ul style="list-style-type: none"> • sauter • marcher • courir • danser • nager 	<ul style="list-style-type: none"> • le salon • la chambre • la chambre de mes parents • ma chambre • la salle de bain • le jardin • le garage <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: To know that partitive articles (du/de/la/de l'/des) describe where something is placed.</p> <p><u>My French house and family</u> Vocab:</p> <ul style="list-style-type: none"> • ma mère • mon père • mon frère • ma sœur • ma grand-mère • mon grand-père • ma tante • mon oncle • mon, ma, mes <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: To know that partitive articles (du/de/la/de l'/des) describe where something is placed.</p> <p><u>My French house and family – cont'</u> Vocab:</p> <ul style="list-style-type: none"> • il y a • il n'y a pas • au rez-de-chaussée • au premier étage • en bas 	<p>French, the near future tense is the same when paired with an infinitive verb. je vais I go</p> <p>tu vas you go</p> <p>il va he goes</p> <p>elle va she goes</p> <p>nous allons we go</p> <p>vous allez you go</p> <p>ils vont they go (m.)</p> <p>elles vont they go (f.)</p> <p>To know that parce que (because) can be used to extend a sentence and give a justification.</p> <p><u>French in the near future</u> Vocab:</p> <ul style="list-style-type: none"> • maintenant • demain • les vacances • une valise • en été • en hiver • pourquoi ? • parce que • cette année • beaucoup de <p>Phonics:</p>	<p>attempting to pronounce new vocabulary.</p> <p>Grammar: To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).</p> <p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.</p> <p>To know a range of prepositions to describe the position of objects.</p> <p>Directions to places in a French town Vocab:</p> <ul style="list-style-type: none"> • en voiture • en bus • en train • en avion • à vélo • à pied • entre • autour de • au bord de • loin de • la droite • la gauche <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar:</p>
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	<ul style="list-style-type: none"> patiner plonger pédaler <p>Grammar: Conjugate the regular verb: to go 'aller'</p> <p>je vais I go nous allons we go</p> <p>tu vas you go vous allez you go</p> <p>il va he goes ils vont they go (m.)</p> <p>elle va she goes elles vont they go (f.)</p> <p><u>French Boules</u> Vocab:</p> <ul style="list-style-type: none"> sauter marcher courir danser nager patiner plonger pédaler <p><u>The French go to the Olympic games</u> Vocab:</p> <ul style="list-style-type: none"> les jeux Olympiques une médaille de bronze une médaille d'argent une médaille d'or un sport olympique la compétition il y a <p><u>Football Vocabulary</u></p>	<ul style="list-style-type: none"> en haut <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: To know that partitive articles (du/de/la/de l'/des) describe where something is placed. <u>Describing my French room</u> Vocab:</p> <ul style="list-style-type: none"> un lit un poster un ordinateur les rideaux un tapis une garde-robe le mur une chaise une lampe un bureau les jouets les livres <p>Phonics: To know to ask a question in French by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>Grammar: To know a range of prepositions to describe the position of objects (sous, devant, derrière, à côté de, dans, sur.)</p> <p><u>Describing my French room – cont</u> Vocab:</p> <ul style="list-style-type: none"> sous devant derrière à côté de dans sur <p>Phonics:</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: Conjugate the regular verb 'aller' and understand in French, the near future tense is the same when paired with an infinitive verb. je vais I go</p> <p>tu vas you go</p> <p>il va he goes</p> <p>elle va she goes</p> <p>nous allons we go</p> <p>vous allez you go</p> <p>ils vont they go (m.)</p> <p>elles vont they go (f.)</p> <p>To know that parce que (because) can be used to extend a sentence and give a justification.</p> <p><u>Clothes for my French holiday</u> Vocab:</p> <ul style="list-style-type: none"> maintenant demain les vacances 	<p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.</p> <p>Transport in a French town Vocab:</p> <ul style="list-style-type: none"> en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: To know a range of prepositions to describe the position of objects.</p> <p>Sightseeing in a French town Vocab:</p> <ul style="list-style-type: none"> en voiture en bus en train en avion à vélo à pied
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	<p>Vocab:</p> <ul style="list-style-type: none"> le ballon le but le terrain le sifflet mi-temps un match de foot un joueur de foot/un footballeur une joueuse de foot/ une footballeuse Les Bleus <p>Grammar: Conjugate the regular verb 'jouer'</p> <p>je joue I play nous jouons we play</p> <p>tu joues you play vous jouez you play</p> <p>il joue he plays ils jouent they play (m.)</p> <p>elle joue she plays elles jouent they play (f.)</p> <p><u>Footballer Profiles in French</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> un bon joueur une bonne joueuse un supporteur une supportrice un attaquant une attaquante un gardien de but une gardienne de but un milieu de terrain défensif <p><u>Where do footballers come from?</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> marquer un but sauver un but un carton jaune 	<p>To know to ask a question in French by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>Grammar: Grammar: To know a range of prepositions to describe the position of objects (sous, devant, derrière, à côté de, dans, sur.)</p> <p><u>Where is it in my French bedroom?</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> un lit un poster un ordinateur les rideaux un tapis une garde-robe le mur une chaise une lampe un bureau les jouets les livres <p>Phonics: To know to ask a question in French by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>Grammar: To know a range of prepositions to describe the position of objects (sous, devant, derrière, à côté de, dans, sur.)</p> <p><u>Where is it in my French bedroom? - cont</u></p> <p>Vocab:</p> <ul style="list-style-type: none"> sur sous devant derrière à côté de dans 	<ul style="list-style-type: none"> une valise en été en hiver pourquoi ? parce que cette année beaucoup de <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: Conjugate the regular verb 'aller' and understand in French, the near future tense is the same when paired with an infinitive verb.</p> <p>je vais I go</p> <p>tu vas you go</p> <p>il va he goes</p> <p>elle va she goes</p> <p>nous allons we go</p> <p>vous allez you go</p> <p>ils vont they go (m.)</p> <p>elles vont they go (f.)</p> <p>To know that parce que (because) can be used</p>	<ul style="list-style-type: none"> entre autour de au bord de loin de la droite la gauche <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).</p> <p>French tourism Vocab:</p> <ul style="list-style-type: none"> en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche <p>Phonics: To know that an understanding of different sounds in French</p>
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		<ul style="list-style-type: none"> un carton rouge <p>Grammar: Describe where someone has come from using ‘venir de’ (to have just done something)</p> <ul style="list-style-type: none"> venir de je viens de il vient de elle vient de <p><u>Christmas in France</u> Vocab:</p> <ul style="list-style-type: none"> Joyeux Noël Le Père Noël Réveillon la bûche de Noël La Fête des Rois <p><u>Mattisse’s French ‘Christmas Night’ Window</u> Vocab:</p> <ul style="list-style-type: none"> Sapin de Noel Ruban Boule Etoile Bougie Nuit de Noel Joyeux Noel 	<ul style="list-style-type: none"> entre où est ? il y a <p>Phonics: To know to ask a question in French by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>Grammar: To know a range of prepositions to describe the position of objects (sous, devant, derrière, à côté de, dans, sur.)</p> <p><u>A letter about my French house – decode.</u> Vocab: As before from across the unit.</p> <p>Phonics: As before from across the unit.</p> <p>Grammar: As before from across the unit.</p> <p><u>A letter about my French house – write reply.</u> Vocab: As before from across the unit.</p> <p>Phonics: As before from across the unit.</p> <p>Grammar: As before from across the unit.</p>	<p>to extend a sentence and give a justification.</p> <p><u>A French holiday translation</u> Vocab:</p> <ul style="list-style-type: none"> maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année beaucoup de <p>Phonics: To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: Cognates?</p> <p>To know that the verb être (to be) does not follow the regular pattern of conjugation to er verbs.</p> <p><u>Planning my French holiday</u> Vocab:</p> <ul style="list-style-type: none"> maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année beaucoup de <p>Phonics: To know that an understanding of different</p>	<p>can help when attempting to pronounce new vocabulary.</p> <p>Grammar: As before from across the unit.</p>
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			<p>sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar: As before from across the unit.</p>	
National Curriculum Objectives to be covered	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; 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.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</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 audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</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>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where</p>

				and the conjugation of high frequency verbs; 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.	relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; 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.
	Key verb phrases	<ul style="list-style-type: none"> • Je vais (from the regular verb aller) • Je joue (from the regular verb jouer) • tu aimes le sport? • j'adore • j'aime • je n'aime pas • je déteste 	<ul style="list-style-type: none"> • J'habite dans • Il y a • il n'y a pas 	<ul style="list-style-type: none"> • je vais en/au/aux ... • je vais aller ... • j'habite 	<ul style="list-style-type: none"> • je vais • je vais aller • j'y vais aller • j'adore • j'aime • je n'aime pas • je déteste
	Core Activities	<ul style="list-style-type: none"> • Play a game of 'boules.' • Take on the role of an Olympic Athlete and respond to an interviewer • Complete the Christmas in France activity sheet. • Make a 'Nuit de Noël' stained glass window Christmas card (in the style of Henri Matisse.) 	<ul style="list-style-type: none"> • Read and decode a letter in French • Write a reply 	<ul style="list-style-type: none"> • Play 'Dans ma valise' • Plan a holiday in France 	<ul style="list-style-type: none"> • Roleplay a ticket seller and buyer at an airport in Paris • Write a description of our local area
	Assessment Activities/Key Questions	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.	Complete pupil unit quiz and knowledge catcher from Kapow.