



French Class 4 (Y5/6) Planning & Assessment: Year B

Topic	Language/Vocabulary	Milestone 3 Key Concepts Knowledge & Skills (Learning Objectives)	By the end of Milestone 3, pupils should be able to...
Greetings and intro	Est-ce que vous parlez français? Pouvez-vous parler plus lentement? Je ne comprends pas Qu'est-ce que ça veut dire? Comment dit-on... en anglais	<i>Speak in sentences.</i> <i>Use accurate pronunciation and intonation.</i> Write short texts on familiar topics, writing phrases from memory. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).	use some survival French phrases to help in social situations
Numbers 100-1,000	Cent, deux cents, trois cents, quatre cents, cinq cents, six cents, sept cents, huit cents, neuf cents, mille	<i>Use accurate pronunciation and intonation.</i>	count in 100s from 100-1,000
French-speaking countries: Québec*	Province, Canada, Ontario, Newfoundland, Labrador, James Bay, Hudson Bay, Hudson Strait, fleurs-de-lis, la belle province, mountains, hills, forests, tundra, lowlands, lakes, rivers, Indigenous nations, Abenakis, Anishinabeg, Atikamekw, Cree, Huron-Wendat, Innu, Inuit, Maliseet, Mi'kmaq, Mohawk, Naskapi, Mary Simon ¹ ¹ Subject to political change	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	state some basic facts about Québec
Family	Voici ma/mon... Il s'appelle/elle s'appelle Le père, le beau père, la mère, la belle mère, le frère, le beau frère, la soeur, la belle soeur, le grand-père, la grand-mère	<i>Speak in sentences.</i> <i>Describe people, places, things and actions.</i> <i>Vary language and produce extended responses, making accurate use of basic grammar.</i> <i>Use accurate pronunciation and intonation.</i> Read and understand the main points and some of the detail in short written texts.	introduce family members and give some basic information about them
World War: the Somme*	World War I, Somme, River Somme, Verdun, trench, going over the top, advance, General Haig, shells, machine gun, Kitchener's Army, Lost Generation, war shrines, no man's land, front line, northeast France	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	describe some key facts about the Battle of the Somme

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Key Concepts, Knowledge and Skills: Listen and speak Read Write Culture



<p>My body</p>	<p>Qu'est-ce qui ne vas pas? J'ai mal... À la tête, au ventre, à la gorge, au dos, au coude J'ai un rhume, j'ai un toux Je me suis cassé(e) la jambe Je suis malade J'ai une température</p>	<p>Speak in sentences. Describe people, places, things and actions. Use accurate pronunciation and intonation. Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Write short texts on familiar topics, writing phrases from memory.</p>	<p>explain to a doctor that they aren't feeling well and give brief symptoms</p>
<p>The French National Anthem*</p>	<p>La Marseillaise, Claude Joseph Rouget de Lisle</p>	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>explain the history of the French National Anthem and make comparisons with the British National Anthem</p>
<p>Pets/Animals</p>	<p>Est-ce que tu aimes les animaux? Le lapin, le chien, la souris, le lion, le serpent, l'éléphant, le pingouin, la vache, le cheval, le cochon, la poule Quelle est ton opinion? J'aime..., je n'aime pas..., j'adore..., je déteste... parce-ce qu'il/elle est mignon/mignonne, dangereux/dangereuse, amusant/amusante, effrayant/effrayante, beau/belle, amical/amicale aimer</p>	<p>Speak in sentences. Describe people, places, things and actions. Vary language and produce extended responses, making accurate use of basic grammar. Use accurate pronunciation and intonation. Read and understand the main points and some of the detail in short written texts. Show confidence in reading aloud, and in using reference materials. Write short texts on familiar topics, writing phrases from memory. Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses. Include imaginative and adventurous word choices (eg adjectives/adverbs to add detail). Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>explain whether they like an animal and why</p>
<p>The classroom</p>	<p>Voici la salle de classe, la porte, la fenêtre, la</p>	<p>Speak in sentences.</p>	<p>name classroom and objects and ask and</p>

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	<p>chaise, la table, l'ordinateur, le livre, les lumières, le cahier</p> <p>Où est...?</p> <p>Il/elle est là, ils/elles sont là, c'est là</p>	<p>Use accurate pronunciation and intonation.</p> <p>Write short texts on familiar topics, writing phrases from memory.</p> <p>Include imaginative and adventurous word choices (eg adjectives/adverbs to add detail).</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	answer where they are
School	<p>Quelle est ta ma matière préférée?</p> <p>Ma matière préférée c'est..</p> <p>Le français, les maths, les affaires, la technologie, la physique, la chimie, la musique, l'EPS, le théâtre, la danse, l'informatique, l'allemand, la biologie, les études religieuses, l'anglais, le dessin, l'histoire, la géographie, l'espagnol, l'instruction civique</p>	<p>Speak in sentences.</p> <p>Use accurate pronunciation and intonation.</p> <p>Read and understand the main points and some of the detail in short written texts.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Write short texts on familiar topics, writing phrases from memory.</p> <p>Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	name some school subjects
Space*	<p>Mercure, Vénus, La Terre, Mars, Jupiter, Saturne, Uranus, Neptune, le soleil, la lune, l'espace</p>	<p>Use accurate pronunciation and intonation.</p>	name the planets in our solar system

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<p>Colours</p>	<p>Il/elle a les yeux/cheveux verts, bleus, bruns gris, noirs, blonds, châains, roux, blancs avoir</p>	<p>Speak in sentences. Describe people, places, things and actions. Vary language and produce extended responses, making accurate use of basic grammar, Use accurate pronunciation and intonation. Read and understand the main points and some of the detail in short written texts. Write short texts on familiar topics, writing phrases from memory. Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses. Include imaginative and adventurous word choices (eg adjectives/adverbs to add detail). Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>describe someone's hair</p>
<p>Clothes</p>	<p>Je porte un/une... Une jupe, un pantalon, un pull, un T-Shirt, une chemise, un short, une robe, un slip, des chaussures, des chaussettes Jaune, bleu(e), orange, violet(te), vert(e), gris(e), noir(e), blanc(he), rouge, brun(e) rayé(e), à pois, imprimé(e), plissé(e), droit(e), confortable</p>	<p>Speak in sentences. Give a short prepared talk (several sentences) that clearly presents information, expresses ideas, preferences and opinions. Describe people, places, things and actions. Vary language and produce extended responses, making accurate use of basic grammar. Use accurate pronunciation and intonation. Write short texts on familiar topics, writing phrases from memory. Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses. Include imaginative and adventurous word choices (eg adjectives/adverbs to add detail). Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>describe what they wear for school uniform/at the weekend with detail</p>

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School dinners – a comparison*	Cheese, chef, dietician, daily menu, healthy food, four-course meal	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	compare their school lunch with a school lunch in France
Places to visit	Aller à/au/a l', l'église, le musée, la piscine, la gare, le parc, le théâtre, le cinéma, le château, le marché, la rivière, le parc d'attraction, le site historique, le monument, faire le tour	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Use knowledge of basic grammar and key features/patterns of the language to build sentences, ensure accuracy and enhance or change the meaning of phrases: feminine/masculine forms, plurals, conjugation of high-frequency verbs, some change of tenses.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>	name some types of tourist attractions
Money**	Ça coûte combien? Euro, cent	<p>Speak in sentences.</p> <p>Give a short prepared talk (several sentences) that clearly presents information, expresses ideas, preferences and opinions.</p> <p>Describe people, places, things and actions.</p> <p>Vary language and produce extended responses, making accurate use of basic grammar.</p> <p>Use accurate pronunciation and intonation.</p>	ask how much something is at the market
At the shops: the market**	Faire les courses au marché, des olives, des cerises, grammes, kilos, une bouteille, une douzaine, le jus d'orange, des oeufs, les courgettes, les carottes, les tomates, les oranges, le fromage, le poulet rôti, les pommes de terre, les pommes, les poivrons, les haricots verts, les poireaux, que manque t'il, je voudrais, bonjour, c'est combien?, merci, s'il vous plaît, vous désirez?	<p>Speak in sentences.</p> <p>Give a short prepared talk (several sentences) that clearly presents information, expresses ideas, preferences and opinions.</p> <p>Describe people, places, things and actions.</p> <p>Vary language and produce extended responses, making accurate use of basic grammar.</p> <p>Use accurate pronunciation and intonation.</p>	act out a dialogue between seller and buyer at the market

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Menus	Le petit déjeuner, le pain, le pain grillé, des céréales, le croissant, le pain au chocolat, le beurre, la confiture, le thé, le café, le chocolat chaud, le jus d'orange, l'eau, vous désirez?, je voudrais	<p>Speak in sentences.</p> <p>Vary language and produce extended responses, making accurate use of basic grammar.</p> <p>Use accurate pronunciation and intonation.</p> <p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>	order breakfast
Location	La carte de la France, les mers et les océans, l'Océan Atlantique, la Mer Méditerranée, la Manche, la Mer du Nord, les montagnes, les Pyrénées, les Alpes, le Massif Central, le Jura, les Vosges, les fleuves et les rivières, la Seine, la Loire, la Garonne, le Rhône, le Rhin, les pays limitrophes, l'Espagne, l'Italie, la Belgique, le Luxembourg, la Suisse, l'Allemagne, le Royaume Uni, les villes principales, Paris, Strasbourg, Toulouse, Marseille, Bordeaux, Lille, Nantes, Lyon	<p>Use accurate pronunciation and intonation.</p> <p>Show confidence in reading aloud, and in using reference materials.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	use an atlas in order to label a map of France with major towns, rivers and mountains
The Alps*	Mountain range, Europe, France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany, Slovenia, tectonic plates, Mont Blanc, snow, glaciers, dams, hydroelectric power, tourism	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>	outline brief details about the Alps in terms of geography

**Combined topic

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