

Vocabulary and contexts are different in the **Rouge** and **Jaune** years; grammar and phonics are the same.



French Y2/3/4 scheme of work overview: Module 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-7)	Describing me and others • <u>in class</u> • in Haiti and in France • <u>Papo in a French Primary School</u> • <u>Virtually There: Introducing yourself</u>	Talking about being • Essential verb: to be, being – ÊTRE • I am – je suis • you are – tu es • he is – il est • she is – elle est • it is, it's – c'est • Adjective agreement for masculine/feminine (as complement to verb) • Yes/no questions with raised intonation	• Vowels [a] [e] [i] [o] [u] • Silent final consonants [SFC] – t, s, d • SSC [an/en] • SSC closed [eu]	• Simple greetings • Verb être • <u>Range of adjectives</u> • Days of the week	I can... • respond confidently to greetings and register (L1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • listen and join in with simple songs and rhymes (L1/R2) • listen and read simple sentences and show understanding (L1/R1) • say short sentences to describe people (S2/3) • ask and answer simple yes/no questions about being (S1(a)/G4) • use regular singular m/f adjectives after être(G3)
Unit 2 (W8-12)	Saying what I and others have • <u>at home</u> • <u>with friends</u> • <u>Pizza party</u>	Talking about having • Essential verb: to have, having – AVOIR • I have – j'ai • you have – tu as • he has – il a • she has – elle a • Indefinite, singular articles and gender Talking about identifying • C'est un/une... • Intonation questions with quoi ?	• Liaison (t) • SSC [ch] • <u>SSC [on]</u> • SSC [au/eau/o] • SSC [ou] [u]	• Verb avoir • Range of singular masculine and feminine nouns	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to say what I and others have (S2/3) • ask and answer simple questions to identify things and say what I and others have (S1(a)/G4) • write memory (W1), adapt (W2) • use singular m/f nouns with indefinite articles (G1)
Unit 3 (W13-14)	• Revision • Christmas	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 • listen and join in with simple songs and rhymes (L1/R2)

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French Y2/3/4 scheme of work overview: Module 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-5)	Saying what I and others do in class at home dans ma maison Menton carnival French club at home Dans ma maison Nice carnival	Talking about doing • Infinitive – regular ER verbs (singular) • <u>Definite articles – le, la, l'</u> Talking about possession • <u>Possessive adjectives – mon, ma, ton, ta</u> • 'de' for possession	• SSC [é] [er] • SSC [ez] & et (and) • SSC open [eu] • SSC [è] [ê]	• Range of regular –ER verbs • Family members: Video Song • Range of nouns, adjectives and adverbs	I can... • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • listen and read simple sentences and show understanding (L1/R1) • say short sentences to describe actions (S2/3) • ask and answer simple yes/no questions about doing (S1(a)/G4) • use singular m/f nouns with definite articles and possessive adjectives (G2) • use regular singular m/f adjectives after être (G3)
Unit 5 (W6-7)	Saying what I and others like family & friends at home family & friends travelling	Talking about liking, preferring • Essential verb: to like – AIMER , to prefer – PRÉFÉRER Joining ideas together • Conjunctions et, mais, aussi	• SSC [ai] 	• Range of regular –ER verbs • Range of singular masculine and feminine nouns	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to say what I and others like (S1(b)/S2/3) • ask and answer simple questions to say what I and others like (S1(a)/G4) • write from memory (W1), adapt (W2), describe things, actions (W3) • use singular m/f nouns with definite articles (G2), connectives (G5)
Unit 6 (W8-9)	Saying how many and describing things my monster	Talking about more than one • Essential verb: there is/are – il y a • Plural indefinite article – des • Regular plural marking on nouns [-s]	• Liaison (s), (x) • SSC [(a)in]	• Numbers 1-12 • <u>Parts of the body</u> (Jaune only)	• ask and answer simple questions to say how many things there are (S1(a)/G4) • use singular and plural m/f nouns with indefinite articles (G2)
Unit 7	• Revision	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G3, G4

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French Y2/3/4 scheme of work overview: Module 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 8 (W1-6)	Describing things and people • Mother's day • at the zoo • Tintin • favourites • favourites • birthdays	Talking about being (2) • Postnominal adjective agreement • Subject pronouns – il, elle – meaning 'it' • Noun + préfé(e) • Avoir meaning 'be' for age and states • <u>J'ai chaud</u> 	• Silent final 'e' [Sfe] • SSC [ç], soft [c] • SSC [ien] • SSC [qu] • SSC [j], soft [g]	• Range of nouns • <u>Range of adjectives</u> • <u>Months of the year</u> (J)	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to describe things and people (S2/3) • ask and answer simple information questions about what things are like and when (S1(a)/G4) • use singular m/f nouns with definite & indefinite articles, and possessive adjectives (G2) • use regular singular m/f adjectives after être (G3) • use a dictionary (R5)
Unit 9 (W7-9)	Expressing likes and saying what I and others do • at school • friendship • at school • end of term • show	Talking about liking doing • 2-verb structures: AIMER, DÉTESTER + infinitive • Plural definite article les	• SSC [-tion] • SSC [r]	• Range of regular –ER verbs • Please, thank you, you're welcome	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to say what I and others like and like doing (S1(b)/S2/3) • ask and answer simple questions to say what I and others like and like doing (S1(a)/G4) • write from memory (W1), describe actions, things (W3) • use plural m/f nouns with definite articles (G2)
Unit 10 (W10-11)	• Assessments	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4
Unit 11 (W12-13)	• The Hungry Caterpillar • Un poème	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• listen and join in with simple songs and rhymes (L1/R2) • appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) • use a dictionary (R5)

Vocabulary and contexts are different in the **Bleu** and **Vert** years; grammar and phonics are the same.



French Y4/5/6 scheme of work overview: Module 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-7) <u>Papo in a French Primary School</u> <u>Virtually There: Introducing yourself</u>	Describing me and others (B) <u>back to school in France</u> - teachers <u>dates, birthdays</u> Interactions (V) - back to school (Haiti) - online exchange <u>dates, festivals and concerts</u>	Talking about being (we, you (all), they) - Essential verb: to be, being – ÊTRE - we are – nous sommes - you (all) are – vous êtes - they are (m) – ils sont - they are (f) – elles sont - Adjective agreement for m/f plural (as complement to verb) - raised intonation + WH-word questions	- Silent final consonants [SFC] – t, s, d, x - Liaison (t), (s) - SSC [a] vs [an/en/am/em] - SSC [i] vs [(a)in/im] - SSC [u] vs [ou] - SSC [on/om] - SSC closed [eu] vs open [eu]	- Simple greetings - Verb être <u>Range of adjectives</u> - Numbers 16-31 - Time adverbs	I can... - transcribe (L2) and sound out (R3) new words with target SSC - listen and read sentences and show understanding (L1/R1) - say short sentences to describe people (S2/3) - ask and answer simple yes/no questions about being (S1(a)/G4) - write from memory (W1), adapt (W2) and describe people (W3) - use regular singular and plural m/f adjectives after être (G3) and time adverbs (G5)
Unit 2 (W8-12)	Saying what I and others have (B) <u>in school</u> - comparing schools and homes - physical description Interactions (V) - describing town/village - comparing - physical description (celebrities)	Talking about having - Essential verb: to have, having – AVOIR - we have – nous avons - you (all) have – vous avez - they have (m) – ils ont - they have (f) – elles ont - Pre- and postnominal adjectives	- SFe - SSC [(e)au/o] - Liaison - SSC [ch]	- Verb avoir - Range of singular and plural m/f nouns <u>places in town</u> (V) - items at home (B) - place prepositions (V) - adjectives for face and hair	I can... - listen and read sentences and show understanding (L1/R1) - match target SSC sounds to print (L2) - sound out new words with target SSC (R3) - say short sentences to say what I and others have (S2/3) - write memory (W1), adapt (W2) - use singular and plural m/f nouns (G2) with indefinite and definite articles (G1) - use prepositions of place (G5)
Unit 3 (W13-14)	- Revision <u>Christmas in Haiti (B), Canada (V)</u>	Revisit key ideas	Revisit SSC	Revisit vocabulary	- show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 - listen and join in with simple songs and rhymes (L1/R2)



French Y4/5/6 scheme of work overview: Module 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 7 (W1-6)	Saying what I and others do - activities at home - a surprise party - weather - sports and instruments - at the kite festival - a weekend at home - sports and instruments	Talking about doing (I, you, s/he) - Essential verb: to do, make – FAIRE - I do, make – je fais - you do, make – tu fais - he does – il fait - she does – elle fait Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions + WH-words	- Silent final consonants [SFC] – t, s, d, x or SFe - SSC [ç] (and soft 'c') - SSC [-tion] - SSC [-ien] - SSC [-s-] - SSC [qu]	- Verb faire (singular) - activity nouns - seasons - sports - adjectives - Numbers 16-31 - Time adverbs	I can... - transcribe (L2) and sound out (R3) new words with target SSC - listen and read sentences and show understanding (L1/R1) - say short and some longer sentences to describe actions (S2/3) - ask and answer short and longer information questions (S1(a)/G4) - Write from memory (W1), adapt (W2) and describe weather and actions (W3) - use singular forms of faire in questions and statements (G4)
Unit 8 (W7-9)	Expressing likes and actions - what we do - what we like / dislike - doing - food for a picnic - pizza party - what I want / would like to do - at a café	Talking about doing (we, you (all), they) - Essential verb: to have, having – FAIRE - we do, make – nous faisons - you (all) do, make – vous faites - they do, make (m) – ils font - they do, make – elles font 2-verb structures: vouloir (veux, veut, voudrais, voudrait) - Partitive du, de la, de l', des	- SSC [j] (and soft 'g') - SSC [h] - Revisit several SSC	- Verb faire (plural) - Verb vouloir (singular) - food and drink	I can... - listen and read sentences and show understanding (L1/R1) - match target SSC sounds to print (L2) - sound out new words with target SSC (R3) - say short and longer sentences to say what I and others do, like/dislike doing and want to do (S2/3) - write memory (W1), adapt (W2), describe actions, likes and dislikes, wants (W3) - use partitive (G5) accurately with articles (G1)
Unit 9 (W10-13)	- Revision/assessment - Ton Christ est juif poem - Dans Paris poem	Revisit key ideas	Revisit SSC	Revisit vocabulary	- show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5 - listen and join in with simple songs and rhymes (L1/R2) - appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) - use a dictionary (R5)

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French Y4/5/6 scheme of work overview: Module 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-6)	Saying what I and others do - Christmas activities - New Year in France and Haïti 1st January in Haïti - La Fête des Rois - Activities in school - Québec Carnival - La Fête des Lumières - La Chandeleur - Mardi gras - Pizza party at home	Talking about doing (we, you (all), they) - regular ER verbs (plural) - des + plural nouns (-s) - plural nouns (-eux/aux, -al□aux) Est-ce que questions - negation: n'/ne...pas - negation: il n'y a pas de	- SSC [é] [er] - SSC [ez] & et (and) - SSC [è] [ê] - SFe - SSC [oi]	- Range of -ER verbs - Range of high-frequency nouns related to festivals and celebrations <u>Adverbs of frequency</u>	I can... - transcribe (L2) and sound out (R3) new words with target SSC - listen and read sentences and show understanding (L1/R1) - say short sentences to say what people do (plural persons) (S2/3) - ask and answer longer yes/no questions about doing (S1(a)/G4) - write from memory (W1), adapt (W2) and describe actions (W3) - use plural -ER verb forms in questions, in affirmative and negative statements (G4)
Unit 5 (W7-9)	Saying where you're going and what there is there <u>describing school</u> - in Canada - describing town/village <u>La visite</u> - in Haïti	Talking about going - Essential verb: to go, going – ALLER - I go – je vais - you go – tu vas - he goes – il va - she goes – elle va - Simple and continuous present Où est-ce que questions - Preposition à (at, in, to)	- SSC [oi] & SSC [(a)in] - SSC [ai] & SSC [(a)in] - SSC [ai] & SSC [a]	- Verb aller - Numbers 1-31 (revisit) - cardinal points <u>nouns and proper nouns for places</u>	I can... - listen and read sentences and show understanding (L1/R1) - match target SSC sounds to print (L2) - sound out new words with target SSC (R3) - say short sentences to say where I and others go (S2/3) - write from memory (W1), adapt (W2) and describe actions (W3) - use prepositions of place (G5) accurately with articles (G1)
Unit 6 (W10-11)	- Revision / assessment - Easter	Revisit key ideas	Revisit SSC	Revisit vocabulary	- show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5 - listen and join in with simple songs and rhymes (L1/R2)