



# Primary Languages Curriculum

## Year 4

## Progression through the National Curriculum in Primary Languages

### Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audience
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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

Key Stage 2		Year 4 – Autumn 1
Je me présente I am presenting	<b>National Curriculum objectives:</b> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audience</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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</li> </ul>	
Prior Learning		Future Learning
<b>Phonics</b> <ul style="list-style-type: none"> <li>INQ sound (Year 3 – I am learning French)</li> <li>Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can)</li> <li>Elision – (Year 3 – I Am Learning French and Vegetables)</li> <li>Liaison (Year 3 – Fruits and Vegetables)</li> </ul> <b>Grammar (Year 3)</b> <ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u>: 'I like...' 'I play...' 'I am called...'</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Greetings and my name is – (I am learning French – Year 3)</li> <li>Numbers 1 to 10 (Year 2)</li> </ul>		<b>Phonics</b> <ul style="list-style-type: none"> <li>I sound (Year 4 – In the classroom, My family, Goldilocks and the three bears)</li> <li>INQ sound (Year 4 – I am presenting and at the tearoom)</li> <li>Silent letters (Year 4 - Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li> <li>Liaison (Year 5 – Goldilocks and the Three Bears)</li> <li>Elision – (Year 4 - In the Classroom, The weather and My Family, Year 5 – My home, Do you have a pet?, Year 6 – School)</li> </ul> <b>Grammar (Year 5)</b> <ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (<u>EG</u>: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<u>EG</u>: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG</u>: 'My blue coat')</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Numbers (Year 5 – The Date)</li> <li>Personal details (Year 4 – My family, Year 6 - Healthy lifestyles)</li> <li>Greeting phrases (Year 4 – At the tea room)</li> </ul>
Three pillars of languages (phonics, grammar and vocabulary)		
Phonics		
<ul style="list-style-type: none"> <li>INQ sound in cinq</li> </ul>		

- I sound in huit, dix, Patrick, habite & Paris
- Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- 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

## Grammar

- Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.

## Vocabulary

- Numbers 1 to 10 revisited and numbers 10 to 20 embedded. New language developed in order to ask and answer questions related to basic details e.g. name, age, where you live and nationally.

## By the end of this unit, pupils will learn how to:

- Count to 20.
- Say their name and age.
- Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live.
- Tell you their nationality and understand basic gender agreement rules.

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? Il fait beau, Il neige., Aujourd'hui il fait froid.</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these four phrases means 'How are you'? (Je m'appelle, <b>ca va</b>, salut, au revoir)</li> </ol> <b>Reading</b>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? Les carottes, les champignons, Un kilo de.../d'...</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these sentences means 'I play the drums'? (Je joue la</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? J'aime les pommes, J'aime les kiwis, J'aime les fraises, J'aime les prunes</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which sentence means 'I would like ½ kilo of peas'? (Je voudrais un</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? Les haricots verts, les pommes de terre, les tomates, les petits pois</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which one of these nouns has the incorrect determiner/article? (un canard, un singe, <b>une mouton</b>, une souris)</li> </ol> <b>Reading</b>	End of unit assessment – I am presenting

		<p>3. Which of these instruments has the grapheme 'on'? (Pictures of la trompette, <b>le violon</b>, les cymbales, la guitare)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'I am able to dance?'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>clarinette, Je joue la flute a bec, <b>Je joue la batterie</b>, Je joue la harpe)</p> <p><b>Reading</b></p> <p>3. Which colour can you see? (Rouge, vert, marron, <b>gris</b>)</p> <p><b>Writing</b></p> <p>4. Can you write this phrase in French? I do not like cherries. I do like apples.</p> <p>What is this a vegetable? (Les tomates, les haricots verts, les petit pois, <b>les champignons</b>)</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>demi kilo d'aubergines, Je voudrais un demi kilo d'épinards, Je voudrais un kilo de carottes, <b>Je voudrais un demi kilo de petits pois</b>)</p> <p><b>Reading</b></p> <p>1. Which of these instruments starts with the determiner les? (Batterie, clarinette, <b>cymbales</b>, violin)</p> <p><b>Writing</b></p> <p>3. Can you write the phrase in French 'I am a horse'?</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>3. What is the person in the picture doing? (regarder, <b>sauter</b>, écrire, boire)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'I am playing the violin.'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>
Learning Intention	To know four of the essential sounds and patterns in French.	To learn how to ask the question comment tu t'appelles ?'	To consolidate numbers 11 to 20.	To learn how to ask and answer the question "Quel âge as-tu?"	To respond to the question Où habites-tu?	To write a paragraph about myself.
Key Vocabulary	'É', 'E', 'È', 'EAU' and 'EUX'	Comment tu t'appelles ? Je m'appelle A plus tard	Onze Douze Treize Thirteen Quatorze Quinze	Quel âge as-tu ? J'ai... ans	Où habites-tu ? J'habite à... Londres Je suis anglais/e Je suis français/e Je suis irlandais/e	Je me présente Salut Bonjour Ça va ? Ça va bien Ça va mal Comme ci, comme ça Et

			Seize Dix-sept Dix-huit Dix-neuf Dix-neuf		Je suis gallois/e Je suis écossais/e Je suis sénégalais/e Je suis canadien/ne Je suis haïtien/ne Je viens d'Angleterre	toi ? Ça va très bien Ça va très mal Au revoir À plus tard
Possible evidence	Use the 'Phonetics Lesson 3' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; 'É', 'E', 'È', 'EAU' and 'EUX' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	<b>Speaking and listening:</b> Children ask each other what their names are and answer using the correct terminology. Children listen to the audio and match the audio to the correct character.	<b>Speaking and listening:</b> Children work their partners to practice counting the items in the bag.	<b>Speaking and listening:</b> The children are shown how to say 'I am... years old' in French through different characters from the unit. Simply go through each character asking the children to repeat what they say so they can be exposed to the new language before explicitly being taught exactly how to say how old they are. Children listen to the audio of how old each character is and circle the age. <b>Writing:</b> Children read the sentences in English about the characters and write the details in French.	<b>Speaking and listening:</b> Working in pairs, one pupil will ask Où habites-tu ? J and the other pupil will answer pretending to be a character on slide 32. <b>Reading:</b> Children read the speech bubbles and match those up with the characters.	<b>Speaking and listening:</b> Children listen to the class teachers audio of personal details about themselves. They recall the personal details in English according to what they've heard.  <b>Writing:</b> Children write a paragraph about themselves using personal details they can recall from this unit.x

Key Stage 2		Year 4 – Autumn 2
The Weather Quel Temps Fait-II?	<b>National Curriculum objectives:</b> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audience</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</li> </ul>	

		<p>through using a dictionary</p> <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> </ul> <p><b><u>Cross-Curricular Links:</u></b> Geography – links to weather around the world</p>
<b>Prior Learning</b>		<b>Future Learning</b>
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Silent letters (Year 3 – I am learning French, Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting)</li> <li>• Elisions (Year 3 – I am learning French, Year 4 – I am presenting)</li> </ul> <b>Grammar (Year 3)</b> <ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b><u>EG:</u></b> 'I like...' 'I play...' 'I am called...'</li> </ul>		<b>Phonics</b> <ul style="list-style-type: none"> <li>• E sound (Year 5 – My home, do you have a pet, habitats)</li> <li>• EAU sound (Year 5 – My home, do you have a pet, habitats)</li> <li>• Silent letters (Year 4 - In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li> <li>• Elision – (Year 4 - In the Classroom and My family, Year 5 – My home and Do you have a pet?, Year 6 –School, The weekend, Healthy lifestyle, Me in my world)</li> </ul> <b>Grammar (Year 5)</b> <ul style="list-style-type: none"> <li>• Revision of gender and nouns and learn to use and recognise the terminology of articles (<b><u>EG:</u></b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<b><u>EG:</u></b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b><u>EG:</u></b> 'My blue coat')</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Days of the week (Year 5 – The Date)</li> </ul>
<b>Three Pillars of language (phonics, grammar, and vocabulary)</b>		
<b>Phonics</b>		
<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 the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.</li> <li>• 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.</li> </ul>		
<b>Grammar</b>		
<ul style="list-style-type: none"> <li>• Use of il y a &amp; faire in weather phrases. 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, but it is how it is expressed in French! Understanding it is not always a word for word translation.</li> </ul>		
<b>Vocabulary</b>		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<b>By the end of this unit pupils will be able to:</b>		

- Repeat and recognise the vocabulary for weather in French.
- Ask and say what the weather is like today.
- Create a French weather map.
- Describe the weather in different regions of France using a weather map with symbols.

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? Danser, faire du vélo, Je peux dessiner.</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these four phrases means 'I am called'? (Ca va, <b>Je m'appelle</b>, Je suis, Je peux)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>Which one of these words doesn't have a silent letter? Paris, peux, des and <b>danser</b>)</li> </ol> <b>Writing</b> <ol style="list-style-type: none"> <li>Write these numbers in French. 8, 4, 2</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? ... J'aime . Je n'aime pas</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these sentences means my favourite colour is green? (Ma couleur preferre c'est le rouge, Ma couleur preferre c'est le blue, <b>Ma couleur preferre c'est le vert</b>, Ma couleur preferre c'est marron)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>Which of these fruits can you <b>not</b> see in the picture? (Une pomme, une banane, <b>une prune</b>, un kiwi)</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? J'aime les peches, J'aime les fraises, Je n'aime pas fraises, J'aime les prunes)</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these sentences means 'I have a kilo of mushrooms'? (J'ai un kilo de tomates, J'ai un kilo de carottes, J'ai un kilo d'épinards, <b>J'ai un kilo de champignons</b>)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>Which of these means 'Sunday' in French? (Mardi, Jeudi, Samedi, <b>Dimanche</b>)</li> </ol> <b>Writing</b>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? Jeudi, Vendredi, Samedi, Lundi</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>What number comes next after trois? (Un, deux, <b>quatre</b>, cinq)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>What is the picture of? (La harpe, le piano, le triangle, <b>la trompette</b>) What does the question qu'est ce qu'il ya dans ta trousse?</li> </ol> <b>Writing</b> <ol style="list-style-type: none"> <li>Which grapheme is missing off the end of these words – dans__, ecout__</li> </ol>	End of unit assessment – The weather



		Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	<b>Writing</b> 4. Can you write this phrase in French? I am able to sing.  Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	4. Can you write this phrase in French? I play the guitar.  Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	chant__? (On, ou, <b>er</b> , ch)  Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'
Learning Intention	To revise four of the essential sounds and patterns in French.	To know how to describe the weather in French.	To know how to describe the weather in French.	To describe the weather for the days of the week.'	To describe the weather in different parts of the country.	To be a weather presenter.
Key Vocabulary	'É', 'E', 'È', 'EAU' and 'EUX'	Il pleut Il neige Il y a du soleil Il y a du vent Il y a un orage Il fait beau Il fait mauvais Il fait froid Il fait chaud	Il pleut Il neige Il y a du soleil Il y a du vent Il y a un orage Il fait beau Il fait mauvais Il fait froid Il fait chaud	Vendredi Samedi Lundi Mercredi Mardi Dimanche Jeudi Il pleut Il neige Il y a du soleil Il y a du vent Il y a un orage Il fait beau Il fait mauvais Il fait froid Il fait chaud	Dans le nord de la France Dans le sud de la France Dans le centre de la France Dans l'ouest de la France Dans l'est de la France	Dans le nord de la France Dans le sud de la France Dans le centre de la France Dans l'ouest de la France Dans l'est de la France Jeudi Il pleut Il neige Il y a du soleil Il y a du vent Il y a un orage Il fait beau Il fait mauvais Il fait froid Il fait chaud
Possible evidence	Use the 'Phonetics Lesson 3' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; 'É', 'E', 'È', 'EAU' and 'EUX' in this first lesson. 45 mins Use the provided desk-based	<b>Speaking, listening and writing:</b> Children to use the pictures to describe the weather.	<b>Speaking and listening:</b> Children to use the pictures to describe the weather.  <b>Writing:</b> Children use fill the gaps sheet to spell tie correct weather using the pictures.	<b>Speaking and listening:</b> Children ask each other the question 'Qu'est-ce qu'il ya dans ta trousse?'. Children have pre prepared pencil cases and they pick an item and say what it is in the pencil case.  <b>Writing:</b> Children to	<b>Speaking and listening:</b> Children look at maps of France and the surrounding countries. They talk through how many countries surround France etc. Children look at the weather symbols and describe the weather in different parts of	<b>Speaking and listening:</b> Children use the scaffold sheet to create their own weather show. They record these on the iPad and present these to their peers.

	activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!			translate full sentences from English to French e.g. I have a pen.	France.  <b>Reading and writing:</b> Children read the weather forecast and draw in the correct weather symbol for each area.	
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Key Stage 2		Year 4 – Spring 1
In the Classroom (En Classe)	<p><b><u>National Curriculum objectives:</u></b></p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audience</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• 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</li></ul> <p><b><u>Cross-Curricular Links:</u></b></p> <p>English (grammar) – Noun, verb, articles/ determiners, use of negative</p>	
Prior Learning		Future Learning
<p><b>Phonics</b></p> <ul style="list-style-type: none"><li>• Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather)</li><li>• Elisions (Year 3 – I am learning French, Year 4 – I am presenting, Weather)</li></ul> <p><b>Grammar (Year 3)</b></p> <ul style="list-style-type: none"><li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</li></ul>		<p><b>Phonics</b></p> <ul style="list-style-type: none"><li>• I sound (Year 4 – At the tea room, My family, Goldilocks and the three bears)</li><li>• ILLE sound (Year 4 – My family)</li><li>• Silent letters (Year 4 - My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li><li>• Elision – (Year 4 – My family, Year 5 – My home and Do you have a pet?, Year 6 – School)</li></ul> <p><b>Grammar (Year 5)</b></p> <ul style="list-style-type: none"><li>• Revision of gender and nouns and learn to use and recognise the terminology of articles (<b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb</li></ul>

	conjugation ( <b>EG</b> : 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG</b> : 'My blue coat')					
Three pillars of language (phonics, grammar, and vocabulary)						
Phonics						
<ul style="list-style-type: none"><li>I sound in lisez, silence, calculatrice, livre &amp; ciseaux</li><li>Ille sound in taille</li><li>Silent letters. Hearing and seeing that the ‘x’ and ‘z’ are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.</li><li>Elision. J’ai. 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>						
Grammar						
<ul style="list-style-type: none"><li>Nouns, gender, articles/determiners &amp; use of the negative.</li><li>Revisiting that nouns in French have gender 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/d’...(‘I do not have’) in French.</li></ul>						
Vocabulary						
<ul style="list-style-type: none"><li>11 nouns and articles for common classroom objects, 10 simple classroom commands. J’ai... (‘I have’) will be revisited before introducing the negative reply je n’ai pas de/d’...(I don’t have).</li></ul>						
By the end of this unit pupils will be able to:						
<ul style="list-style-type: none"><li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li><li>Replace an indefinite article/determiner with a possessive adjective.</li><li>Say and write what they have and do not have in their pencil case.</li></ul>						
Medium Term Planning						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<b>Flashback 4 Speaking</b> 1. Can you say any of the following in French? Il fait beau, Il neige., Aujourd’hui il fait froid.  <b>Listening</b> 2. Which of these four phrases means ‘How are you’? (Je m’appelle, <b>ca</b>	<b>Flashback 4 Speaking</b> 1. Can you say any of the following phrases in French? Les carottes, les champignons, Un kilo de.../d’...  <b>Listening</b> 2. Which of these sentences	<b>Flashback 4 Speaking</b> 1. Can you say any of the following in French? J’aime les pommes, J’aime les kiwis, J’aime les fraises, J’aime les prunes  <b>Listening</b> 2. Which sentence means ‘I would	<b>Flashback 4 Speaking</b> 1. Can you say any of the following phrases in French? Les haricots verts, les pommes de terre, les tomates, les petits pois  <b>Listening</b> 2. Which one of these nouns	End of unit assessment – in the classroom

		<p><b>va</b>, salut, au revivour)</p> <p><b>Reading</b></p> <p>3. Which of these instruments has the grapheme 'on'? (Pictures of la trompette, <b>le violon</b>, les cymbales, la guitare)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'I am able to dance?'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>means 'I play the drums'? (Je joue la clarinette, Je joue la flute a bec, <b>Je joue la batterie</b>, Je joue la harpe)</p> <p><b>Reading</b></p> <p>3. Which colour can you see? (Rouge, vert, marron, <b>gris</b>)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'It is sunny?'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>like ½ kilo of peas'? (Je voudrais un demi kilo d'aubergines, Je voudrais un demi kilo d'épinards, Je voudrais un kilo de carottes, <b>Je voudrais un demi kilo de petits pois</b>)</p> <p><b>Reading</b></p> <p>3. What is the picture of the weather showing? (Il pleut, Il neige, Il y a du soleil, <b>Il y a du vent</b>)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'I am a horse'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>has the incorrect determiner/article? (un canard, un singe, <b>une mouton</b>, une souris)</p> <p><b>Reading</b></p> <p>3. What is the person in the picture doing? (regarder, <b>sauter</b>, écrire, boire)</p> <p><b>Writing</b></p> <p>4. Can you write the phrase in French 'I am playing the violin.'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU' and 'EUX'</p>
Learning Intention	To revise four of the essential sounds and patterns in French.	To know some nouns and articles/determiners for some common classroom objects.	To know some nouns and articles/determiners for some common classroom objects.	To learn and answer the questions 'Qu'est-ce qu'il ya dans ta trousse?'	To introduce the possessive adjective 'mon' 'ma' and 'mes' in French.	To describe what we don't have in a pencil case.
Key Vocabulary	'É', 'E', 'È', 'EAU' and 'EUX'	Articles Determiners Nouns	Articles Determiners Nouns	Articles Determiners Nouns	Possessive Adjective Mon	Je n'ai pas de De stylo De crayon

		Un livre Un cahier Un baton de colle Un crayon Un stylo Un taille-crayon Un sac a dos	Une calculatrice Une regle Une trousse Une gomme Des ciseaux	Dans ma trousse J'ai Et	Ma Mes	De taille-crayon De livre De sac a dos De trousse De ciseaux
Possible evidence	Use the 'Phonetics Lesson 3' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; "É", 'E', 'È', 'EAU' and 'EUX' in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	<b>Speaking and listening:</b> Children to correctly pronounce the items of stationary. Class to play 'dons un sac il-y-a'  <b>Writing:</b> Children to draw and label what's in their sack.	<b>Speaking and listening:</b> Children to correctly pronounce the items of stationary. Class to play 'dons un sac il-y-a'  <b>Reading:</b> Children read examples of what is in different bags and translate to these to their partner in English.	<b>Speaking and listening:</b> Children ask each other the question 'Qu'est-ce qu'il ya dans ta trousse'?. Children have pre prepared pencil cases and they pick an item and say what it is in the pencil case.  <b>Writing:</b> Children to translate full sentences from English to French e.g. I have a pen.	<b>Speaking and listening:</b> Children ask each other the question 'Qu'est-ce qu'il ya dans ta trousse'?. Children have pre prepared pencil cases and they pick an item and say what it is in the pencil case.  <b>Writing:</b> Children to translate full sentences from English to French but this time focusing on the correct possessive adjective e.g. masculine = mon, feminine= ma	<b>Reading:</b> Children read the paragraph about Caroline and translate the sentences into French.  <i>n.b. masculine and feminine verbs change to verbs</i>

Key Stage 2		Year 4 – Spring 2
At The Tea Room (Au Salon de the)	<b>National Curriculum objectives:</b> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audience</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	

	<ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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</li> </ul> <p><b>Cross-Curricular Links:</b>  English (Grammar) – Nouns and determiners/articles  Maths – producing a tally chart.</p>
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Prior Learning	Future Learning
<b>Phonics</b> <ul style="list-style-type: none"> <li>• I sound in petit, citron, frites (Year 4 – I am presenting, In The Classroom)</li> <li>• INQ (Year 4 - I am presenting)</li> <li>• Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather)</li> </ul> <b>Grammar (Year 3)</b> <ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u>: 'I like...' 'I play...' 'I am called...'</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Greeting phrases e.g. hello, goodbye, please, thank you (I am learning French – Year 3)</li> <li>• 'Je voudrais' 'I would like' (Year 3 – Fruits)</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• I sound (Year 4 – My family and Goldilocks and the three bears)</li> <li>• INQ sound (Year 4 – My family)</li> <li>• ILLE (Year 4 – Goldilocks and the three bears)</li> <li>• Silent letters (Year 4 - Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li> </ul> <b>Grammar (Year 5)</b> <ul style="list-style-type: none"> <li>• Revision of gender and nouns and learn to use and recognise the terminology of articles (<u>EG</u>: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<u>EG</u>: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG</u>: 'My blue coat')</li> </ul>

## Three pillars of language (phonics, grammar, and vocabulary)

### Phonics

<ul style="list-style-type: none"> <li>• INQ sound in cinquante.</li> <li>• I sound in sandwich, limonade, grenadine &amp; brioche.</li> <li>• Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat &amp; lait but noting that cent is an exception!</li> </ul>
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### Grammar

<ul style="list-style-type: none"> <li>• Nouns, indefinite articles/determiners &amp; plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.</li> </ul>
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### Vocabulary

<ul style="list-style-type: none"> <li>• A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food.</li> </ul>
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### By the end of this unit pupils will be able to:

<ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul>
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### Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say these phrases in French? Aujourd'hui il fait chaud. Quel temps fait-il?</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>Which of these four words has the i grapheme as the phoneme e? (Un <b>calculatrice</b>, un livre, un crayon, un stylo)</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Which of these words has a silent letter? <b>Des ciseaux</b>, Un stylo, <b>Trois</b>, <b>chaud</b>)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Can you write these numbers and colours in French?. 9, 3, green, blue</li> </ol> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE',</p>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of the following in French? Un stylo, Mon stylo, J'ai un stylo, Dans ma trousse j'ai un stylo</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>Which of these words means apples in French? (<b>Une pomme</b>, Une banane, Une cerise, Une prune)</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>What is the picture of? (Une trousse, un stylo, un crayon, <b>une gomme</b>)</li> <li>Can you write these phrases in French? I am a rabbit, I am a cow</li> </ol> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE',</p>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of the following in French? un lion, une souris, Je suis un lion.</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>What do I have in my rucksack? 'Dans mon sac à dos j'ai mon livre, ma calculatrice et mes ciseaux.' (<b>Exercise book</b>, pencil, <b>calculator</b>, <b>scissors</b>)</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>What is the person doing in the picture? (regarder, écrire, <b>sauter</b>, danser)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Can you write these phrases in French? It is bad weather, It is cold</li> </ol> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE',</p>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of the following in French? La batterie, la trompette, la guitare, la flûte à bec</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>What colour can you hear? (Blanc, noir, jaune, blue)</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Which word should be added in the blank space? 'Dans ma trousse j'ai ____ bâton de colle. (ma, <b>mon</b>, mes, les)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Can you write these phrases in French? 'In the west of France'?</li> </ol> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE',</p>	End of unit assessment – At the tearoom

		'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'	'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'
Learning Intention	To know the final 4 essential sounds and patterns in French.	To learn how to say some different drinks in French.	To learn how to say some different foods in French.	To order some food and drink from a French café.	To order some food and drink from a French café.	To conduct a class survey "What do you eat for breakfast?"
Key Vocabulary	'QU', 'GNE', 'Ç', 'EN' 'AN'	Je prends/ Je voudrais S'il vous plait Un jus d'orange Un café Un café au lait Un the au citron Un the au lait Un chocolate chaud	Je prends/ Je voudrais Un croissant Du beurre Du pain De la confiture Des biscottes Des cereals Une omelette au jambon Une crepe a la confiture	Je prends/ Je voudrais S'il vous plait Un jus d'orange Un café Un café au lait Un the au citron Un the au lait Un chocolate chaud Un croissant Du beurre Du pain De la confiture Des biscottes Des cereals L'addition s'il vous plait? Qu'est-ce que vous voulez pour le petit déjeuner?	Je prends/ Je voudrais S'il vous plait Un jus d'orange Un café Un café au lait Un the au citron Un the au lait Un chocolate chaud Un croissant Du beurre Du pain De la confiture Des biscottes Des cereals	Je prends/ Je voudrais S'il vous plait Un jus d'orange Un café Un café au lait Un the au citron Un the au lait Un chocolate chaud Un croissant Du beurre Du pain De la confiture Des biscottes Des cereales
Possible evidence	Use the 'Phonetics Lesson 4' PowerPoint provided in your resources to explain and teach the next 4 French sounds / phonemes. We will look at the sounds; "É", "E", "È", "EAU" and "EUX" in this first lesson. 45 mins Use the provided desk-based activities to consolidate teaching of these 4 key phonemes and sing the accompanying song!	<b>Speaking and listening:</b> Children to match up word to picture based on key vocabulary.  <b>Writing:</b> Children to write the names of each drink next to the picture.	<b>Speaking and listening:</b> Children to correctly pronounce the items of food in the basket.  <b>Writing:</b> Children to write the names of each food item next to the picture.	<b>Speaking and listening:</b> The classroom is turned into a French café and children ask each other what do you have for your breakfast? Children respond with "I would like ...".	<b>Speaking and listening:</b> Children ask each other the question 'Qu'est-ce qu'il y a dans ta trousse'?. Children have pre prepared pencil cases and they pick an item and say what it is in the pencil case.  <b>Writing:</b> Children to write down in French what has been ordered on each of the menus displayed.	<b>Speaking and listening:</b> Children practice in pairs saying "for my breakfast, I had..."  <b>Writing:</b> Children produce a tally chart based on what the class would eat for breakfast.



Key Stage 2		Year 4 – Summer 1
My Family (La Famille)	<p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audience</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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</li> </ul> <p><b>Cross-Curricular Links:</b> English (Grammar) - Nouns, articles/determiners and possessive adjective</p>	
Prior Learning		Future Learning
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• INQ sound (Year 4 – I am presenting and at the tea room)</li> <li>• I sound (Year 4 – I am presenting, In the classroom)</li> <li>• ILLE sound (Year 4 – In the classroom)</li> <li>• Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom)</li> <li>• Elision – (Year 3 – I Am Learning French and Vegetables, Year 4 – I am presenting, In The Classroom and The Weather)</li> </ul> <p><b>Grammar (Year 3)</b></p> <ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u>: 'I like...' 'I play...' 'I am called...'</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Numbers 1 to 10 (Year 3 – I am learning French)</li> <li>• 'My name is' (Year 3 – I am learning French)</li> </ul>		<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• I sound (Year 4 – Goldilocks and the three bears)</li> <li>• ILLE sound (Year 4 – Goldilocks and the tree bears)</li> <li>• Silent letters (Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li> <li>• Elision – (Year 5 – My home and Do you have a pet?, Year 6 - School)</li> </ul> <p><b>Grammar (Year 5)</b></p> <ul style="list-style-type: none"> <li>• Revision of gender and nouns and learn to use and recognise the terminology of articles (<u>EG</u>: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<u>EG</u>: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG</u>: 'My blue coat')</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Personal details (Year 4 – Healthy lifestyles – Year 6)</li> <li>• Family members (Year 6 – The Weekend)</li> </ul>
Three pillars of language (phonics, grammar, and vocabulary)		

## Phonics

- IN sound in cinq & cinquante
- I sound in famille, Lisa, Jacqueline, petite & fille
- ILLE sound in famille & fille
- IQUE sound in unique
- Silent letters. The final consonant ('s') is not pronounced in appellees, ans, soeurs, mes grands-parents, les or parents. This often happens in French.
- Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h

## Grammar

- Nouns, articles/determiners and possessive adjectives – Exploring possessive adjectives in French with the focus on my. Understanding there are three words in French – mon, ma and mes- for our one word my in English,

## Vocabulary

- We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called.

## By the end of this unit pupils will be able to:

- Tell somebody the members, names and various ages of either their own or a fictional family in French.
- Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

## Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? Je peux dessiner., Je ne peux pas nager.</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these phrases means 'my name is'? (Je voudrais, J'ai, <b>Je m'appelle</b>, Je suis)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>How many</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? Je voudrais un chocolat chaud s'il vous plaît, L'addition s'il vous plaît.</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which of these nouns is not masculine? (cochon, singe, <b>omlette</b>, café)</li> </ol> <b>Reading</b> <ol style="list-style-type: none"> <li>Which of these</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? J'aime, Je n'aime pas</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>Which one of these sentences means 'I am not able to sing.'? (Je ne peux pas danser, <b>Je ne peux pas chanter</b>, Je ne peux pas</li> </ol>	<b>Flashback 4 Speaking</b> <ol style="list-style-type: none"> <li>Can you say any of the following in French? (Une salle de bains, Un sous-sol, Une buanderie, Un salon)</li> </ol> <b>Listening</b> <ol style="list-style-type: none"> <li>What does the sentence 'Je voudrais une part de quiche et une limonade'? (I would like a slice of cake</li> </ol>	<b>Flashback 4</b> End of unit assessment – my family

		<p>cubes are there on the screen? (Cinq, six, sept, huit)</p> <p><b>Writing</b></p> <p>4. Can you write this phrase in French? In the north of France, it is sunny.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>sentences means 'I don't have a pencil'? (je n'ai pas de trousse, <b>je n'ai pas de crayon</b>, je n'ai pas de stylo, je n'ai pas de gomme)</p> <p><b>Writing</b></p> <p>4. Can you write this phrase in French? 'On Sunday it is sunny.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>painter, Je ne peux pas nager)</p> <p><b>Reading</b></p> <p>3. Which one of these is incorrect? (Mes ciseaux, <b>mes trousse</b>, ma gomme, mon stylo)</p> <p><b>Writing</b></p> <p>4. Can you write this phrase in French? 'In my pencil case, I have a ruler.'</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'</p>	<p>and a lemonade, I <b>would like a slice of quiche and a lemonade</b>, I would like a slice of quiche and a coke, I would like a slice of cake and a coke)</p> <p><b>Reading</b></p> <p>3. Which of these is incorrect? (les cymbales, la trompette, <b>les piano</b>, la flûte à bec)</p> <p><b>Writing</b></p> <p>4. Can you write this phrases in French? ' (I am a horse, I am a pig, I am a sheep, I am a rabbit)</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN, 'IQUE, 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'</p>
Learning Intention	To revisit the final four of the essential sounds and patterns in French.	To know the names of different family members.	To know the names of different family members.	To describe how many brothers and sisters I have.	To describe extended family members	To write about my family members.
Key Vocabulary	'QU', 'GNE', 'Ç', 'EN' and 'AN'	Noun Masculine Feminine	Ma soeur Alizee Ma soeur ainee Mon frere	J'ai Frere Soeur	Mon beau-pere Mon demi-frere Mon cousin	Mon beau-pere Mon demi-frere Mon cousin

		La L' Mere Pere Oncle Frere Le Soeur Grand-pere Grand-mere tante	Mes parents Mes grands-parents Ma tante Mon oncle	Freres Soeurs Freres Fils unique Fille unique S'appelle	Ma belle-mere Ma demi-soeur Ma cousine	Ma belle-mere Ma demi-soeur Ma cousine Ca va J'habite Je m'appelle
Retrieval	Use the 'Phonetics Lesson 4' PowerPoint provided in your resources to explain and teach the fourth and final batch of 5 French sounds / phonemes. We will look at the sounds; 'QU', 'GNE', 'Ç', 'EN' and 'AN'.	<b>Speaking and listening:</b> Children label the pictures to describe who is in their family. <b>Writing:</b> Children write label to the pictures of the family members.	<b>Speaking, listening and reading:</b> Children to the story from Vicent describing his family. Children pick out key vocabulary.  <b>Writing:</b> Children write labels to the pictures of Vicent's family.	<b>Speaking and listening:</b> Children listen to the Lucien describing their family and respond to key questions about how many brothers and sisters they have.  <b>Writing:</b> Children use sentence stems and word banks to write about Frank's family.	<b>Speaking and listening:</b> Children to have pictures of different family and they are to verbally tell their partner what the picture is showing.	<b>Writing:</b> Children write a reply to an email received describing their family members.

Key Stage 2		Year 4 – Summer 2
Goldilocks and The Three Bears	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	
Prior Learning		Future Learning
<b>Phonics</b> <ul style="list-style-type: none"> <li>I sound (Year 4 – I am presenting, In the classroom, My family)</li> <li>Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am</li> </ul>		<b>Phonics</b> <ul style="list-style-type: none"> <li>Silent letters (Year 5 – My home, Do you have a pet?, The Date, Habitats, Olympics, Clothes, Year 6 – School, The weekend, Healthy lifestyle, Me in my world)</li> </ul>

<p>presenting, Weather, In The Classroom, My Family)</p> <ul style="list-style-type: none"> <li>Liaison (Year 3 – Fruits and Vegetables, Year 5 – I am presenting)</li> </ul> <p><b>Grammar (Year 3)</b></p> <ul style="list-style-type: none"> <li>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</li> </ul>	<p><b>Grammar (Year 5)</b></p> <ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (<b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat')</li> </ul>
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## Three pillars of languages (phonics, grammar and vocabulary)

### Phonics

- I sound in petit, lit & il
- ILLE sound in fille
- Silent letters. The 's' is not pronounced in the final 's' of fois and the 't' is not pronounced in et and forêt. Both letters are often silent when they are at the end of a French word.
- 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 word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins

### Grammar

- No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies

### Vocabulary

- There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story.

### By the end of this unit, pupils will learn how to:

- Listen attentively to a whole familiar fairy tale in French.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in French using a mini book for support.

### Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval		<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you order the numbers 1 to 10 in French.</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>Which of these words is not a noun? (Violon, maison, <b>joue</b>, chanter)</li> </ol> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Frank is</li> </ol>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of the following in French? La sœur, Ma sœur, J'ai une sœur, Ma sœur s'appelle...</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>Which one of these is a fruit?</li> </ol>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of the following phrases in French? Je m'appelle Ça va bien, Ça va mal. Comme ci, comme ça. Bonjour/Salut, ça va ?</li> </ol>	<p><b>Flashback 4 Speaking</b></p> <ol style="list-style-type: none"> <li>Can you say any of these phrases in French? 'un lion, un cochon, <b>une vache</b>, un oiseau'</li> </ol> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>Which one of these words is</li> </ol>	End of unit assessment t – clothes

		<p>presenting his family to us. Can you help him label the picture of his family member? (Ma tante, Ma sœur, Mes grands-parents, Mes parents)</p> <p>4. Can you write these phrases in French? I like plums, I do not like cherries.</p>	<p>(Les oignons, Les tomates, <b>Une poire</b>, les petit pois)</p> <p><b>Reading</b></p> <p>3. What does this sentence mean 'Dans mon sac à dos j'ai un livre.'? (In my rucksack I have a rubber, <b>In my rucksack I have a book</b>, In my rucksack I have a pencil, In my rucksack I have a pen)</p> <p><b>Writing</b></p> <p>4. Can you write these phrases in French? Hello, my name is David, I am very good thank you.</p>	<p><b>Listening</b></p> <p>2. Which one of these is the colour yellow? (<b>Jaune</b>, rouge, vert, blanc)</p> <p><b>Reading</b></p> <p>3. What does this sentence mean? 'Je peux chanter' (I am able to dance, <b>I am able to sing</b>, I am not able to sing, I am not able to dance)</p> <p><b>Writing</b></p> <p>4. Write these phrases in French? 'I play the piano, I play the guitar, I play the clarinet, I play the flute'</p>	<p>grey? (Noir, blanc, jaune, <b>Gris</b>)</p> <p><b>Reading</b></p> <p>3. Read this paragraph. What type of sandwich does the customer order?</p> <p>Bonjour ! Je m'appelle Adamou. Je voudrais un sandwich au fromage, deux parts de quiche, trois tartelettes et une limonade s'il vous plaît. (Ham, turkey, <b>cheese</b>, tuna)</p> <p><b>Writing</b></p> <p>4. Write these phrases in French. 'I have a dad, I have a mum, <b>I have a brother</b>, I have a sister'</p>	
		Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' and 'AN'
Learning Intention	To revisit the final four of the essential sounds and patterns in French.	To listen to the familiar fairy tale Goldilocks in French and understand the meaning using picture cards.	To relisten to the familiar fairy tale and retain more new vocabulary using word cards.	To relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.	To use my new knowledge to re-write the story of Goldilocks in French.	To present my version of the story to the class.
Key Vocabulary	'QU', 'GNE', 'Ç', 'EN' and 'AN'	Boucle d'or papa ours	Boucle d'or papa ours	Boucle d'or papa ours	Boucle d'or papa ours	Boucle d'or papa ours

		maman ours bébé ours une maison une forêt le grand bol le moyen bol la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit	maman ours bébé ours une maison une forêt le grand bol le moyen bol la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit	maman ours bébé ours une maison une forêt le grand bol le moyen bol la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit	maman ours bébé ours une maison une forêt le grand bol le moyen bol la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit	maman ours bébé ours une maison une forêt le grand bol le moyen bol la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit
Retrieval	Use the 'Phonetics Lesson 4' PowerPoint provided in your resources to explain and teach the fourth and final batch of 5 French sounds / phonemes. We will look at the sounds; 'QU', 'GNE', 'Ç', 'EN' and 'AN'.	<b>Speaking Listening:</b> Using the picture cards in your resources pack, hand out one complete set of picture cards to each group. Ask the children to sequence the pictures in the order they think they appear in the story. Play the PowerPoint through again and check if the children have the correct sequence. Staying in their groups the children try to provide or remember the correct French word for each of the pictures.	<b>Reading:</b> Children read the phrases and draw a picture to match the phrase from the story.	<b>Reading:</b> Children read the phrases and draw a picture to match the phrase from the story.	<b>Writing:</b> Children write their own version of the Goldilocks in French.	<b>Speaking and listening:</b> Children present their story to the rest of the class in French.