



French Language Program of Study

Daffodil Preparatory School

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French Curriculum

Intent

The intent of our French curriculum is for our pupils to have fun beginning to learn a new language in which they gain key vocabulary, can ask and answers questions and can read, write and understand short sentences. They explore some cultural aspects of French life, know that French is spoken in other countries and can appreciate the similarities and differences between UK life and life in another European country. The emphasis is on speaking, listening, singing and games.

Our curriculum is based on the original National Curriculum QCA units and our main resources are BBC, Languagenut and Discover/Espresso

Overview

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.Instructions 2.Greetings Introducing yourself	QCA 1 Moi	QCA 1 Moi	QCA 7 On y va (TLM level 2 module 5 for countries and transport)	QCA 14 Je suis le musicien	QCA 22 Le passé et le présent
3. Numbers to 10 4. Recap	L'école des singes Tout le monde 1	QCA 2 Jeux et chansons	QCA 8 L'argent de poche	QCA 15 En route pour l'école.	QCA 23 Au parc d'attractions
5. Colours 6.Animals	Monsieur Bonhomme de neige Tout le monde 2	QCA 3 Le Sport Sections 1,5,6	QCA 9 Raconte-moi une histoire! La belle or bbc dvd traditional tales.	QCA 16 Scène de Plage	QCA 24 Quoi de neuf?
7. Parts of the body. 8. Recap 9. The weather.	Le petit chaperon rouge Tout le monde 3	QCA 3 On fait la fête Celebration sections 2,3,4. (TLM level 2 module 2 big book)	QCA 10 Vive le sport!	QCA 17 Le retour du Printemps	Review QCA 9 Raconte-moi une histoire! Or other unit from previous years
10. Clothing	Classroom vocabulary and revise colours	QCA 4 Portraits Avoir etre	QCA 11 Le carnaval des animaux	QCA 18 les planètes	Review QCA 11 Le carnaval des animaux

	Tout le monde 4				Or other unit from previous years
11. Food	Un Village en France Tout le monde 5	QCA 5 Responding to a story. Goldilocks (TLM level 2 module 4 big book)	QCA 12 Quel temps fait-il	QCA 19 Notre école	Review QCA12 Quel temps fait-il Or other unit from previous years
12. Mini-beasts	Shopping Not a tout le monde unit.	QCA 6 Ça pousse! Growing things. Jack & the beanstalk on server	QCA 13 Bon appétit, bonne sante	QCA 20 Notre monde	QCA 21 Monter un café End of year French café event
Recap all from year.	Review	QCA 5 Responding to a story Le quatre amis – youtube animation.	Review	Review	

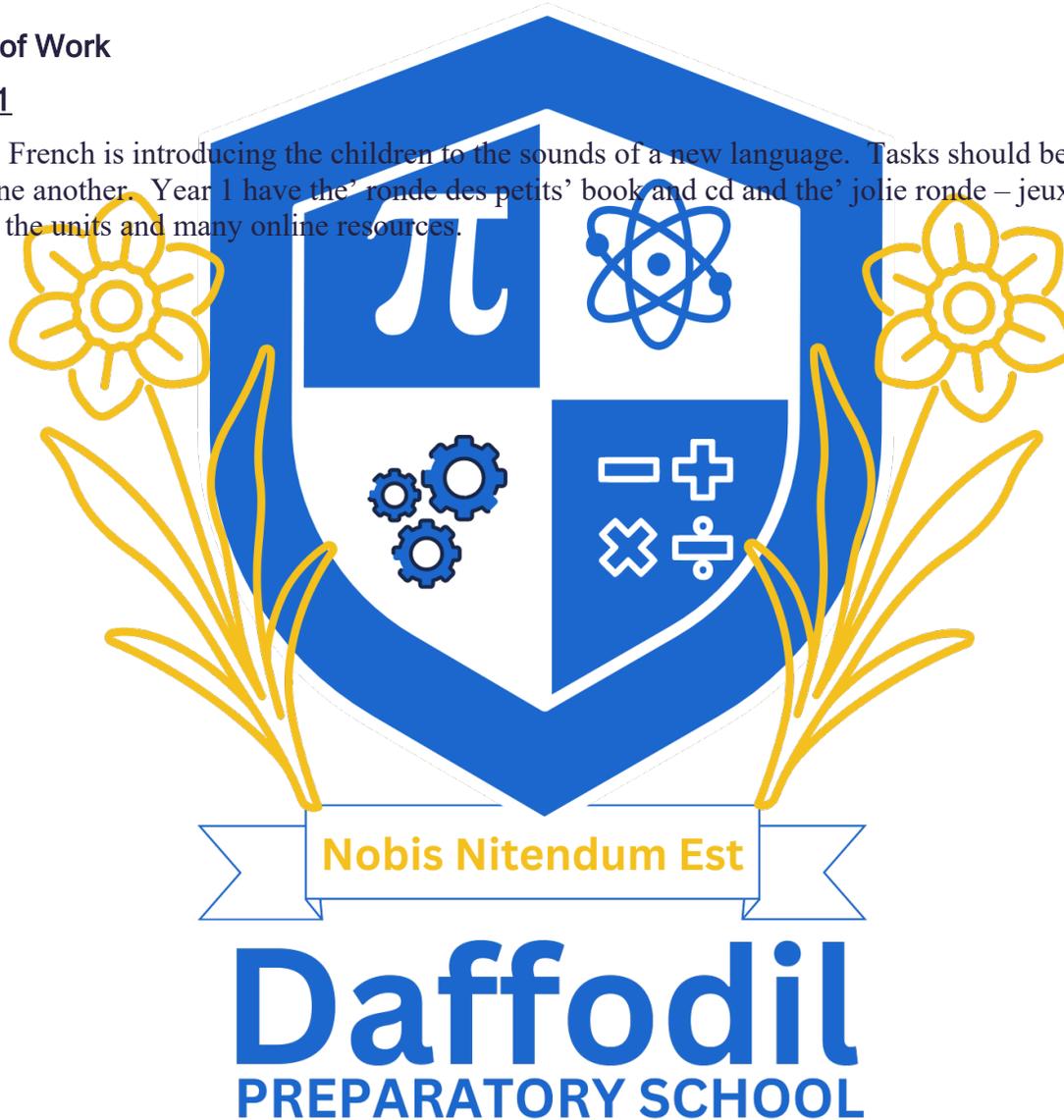
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Units of Work

Year 1

Year 1 French is introducing the children to the sounds of a new language. Tasks should be active and cooperative, focusing primarily on using the language with one another. Year 1 have the 'ronde des petits' book and cd and the 'jolie ronde – jeux de doigts' dvd – both kept in year 1. There are also storybooks that link to the units and many online resources.



YEAR 1	
<p><u>1 Instructions</u></p> <p>To recognise and respond to 6 classroom commands.</p> <p>To consider why it might be useful to learn French.</p> <p>To learn the French game 'Jaques a dit..' (Simon says)</p>	<p>Regardez – look</p> <p>Ecoutez – listen</p> <p>Repetez – repeat</p> <p>Asseyez-vous – sit down</p> <p>Levez-vous – stand up</p> <p>Taisez-vous – be quiet</p> <p>Qu'est-ce que c'est? – what is this?</p>
<p><u>2 Greetings</u></p> <p>To be able to say hello/goodbye</p> <p>To ask how someone is and to respond to being asked how they are.</p> <p>To be able to say what their name is and ask someone what their name is.</p> <p>La ronde des petits (kept in year 1)</p> <p>Module 1 I like to play.</p>	<p>Bonjour</p> <p>Salut</p> <p>Au revoir</p> <p>A bientôt</p> <p>Comment tu t'appelles?</p> <p>Je m'appelle...</p> <p>Et toi?</p> <p>Ca va?</p> <p>Ca va bien</p> <p>Ca va mal</p> <p>Comme ci, comme ça</p> <p>Maintenant!</p>
<p><u>3 Numbers to 10</u></p> <p>To recognise words for numbers to 10.</p> <p>To count up to 10.</p> <p>To solve simple addition and subtraction questions.</p>	<p>Les numeros – numbers</p> <p>un dix</p> <p>deux onze</p> <p>trois plus – add</p> <p>cinq moins – less/take away</p> <p>six</p>

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	sept huit neuf
4 Recap	
<u>5 Colours</u> To be able to recognise the words for and pronounce basic colours. La ronde des petits (kept in year 1) Module 4 I like the colour blue	Les couleurs – colours Rouge – red Bleu – blue Vert – green Noir – black Blanc – white, Jaune – yellow C'est de quelle couleur?
<u>6 Animals</u> To be able to recognise the words for and pronounce animals. To know the words for big and small. To begin to use short phrase.	Cat – le chat Fish – le poisson Dog – le chien Rabbit – le lapin Grand - big Petit – small
La ronde des petits (kept in year 1) Module 6 I like cats, I like fish	C'est un grand chat bleu. C'est un petit poisson vert.
<u>7 Parts of the body.</u> To know the words for the parts of the face. To know some more words for parts of the body.	Le corps – the body Le visage – the face Les yeux – the eyes Les oreilles – the ears Le nez – the nose La tête – the head
Sing head shoulders knees and toes. Je suis trop grosse book	Les épaules - shoulders Les genoux – knees

<p>La ronde des petits (kept in year 1) Module 8 I make a puppet</p>	<p>Les pieds – the feet Les pattes – legs for animals La queue – the tail Create monsters and describe using numbers, colours, size and body parts.</p>
<p>8 Recap 9 The weather. To know some words to describe the weather. To express preferences. La ronde des petits (kept in year 1) Module 7 I like the rain</p>	<p>Le temps – the weather La pluie – the rain Le soleil – the sun Le neige – the snow Le vent – the wind Il fait beau – it is nice. Un arc-en-ciel – a rainbow Les flaques d'eau – puddles J'aime le... Je n'aime pas le ...</p>
<p>10 Clothing To know the words for he and she. To recognise and say simple items of clothing. Le strip-tease D'uki (kept in cross hall)</p>	<p>Les vêtements - clothes Je mets – I am wearing Il mets/ elle mets J'enleve – I take off Mon Un Chapeau - hat Un manteau - coat L'escharpe – scarf</p>

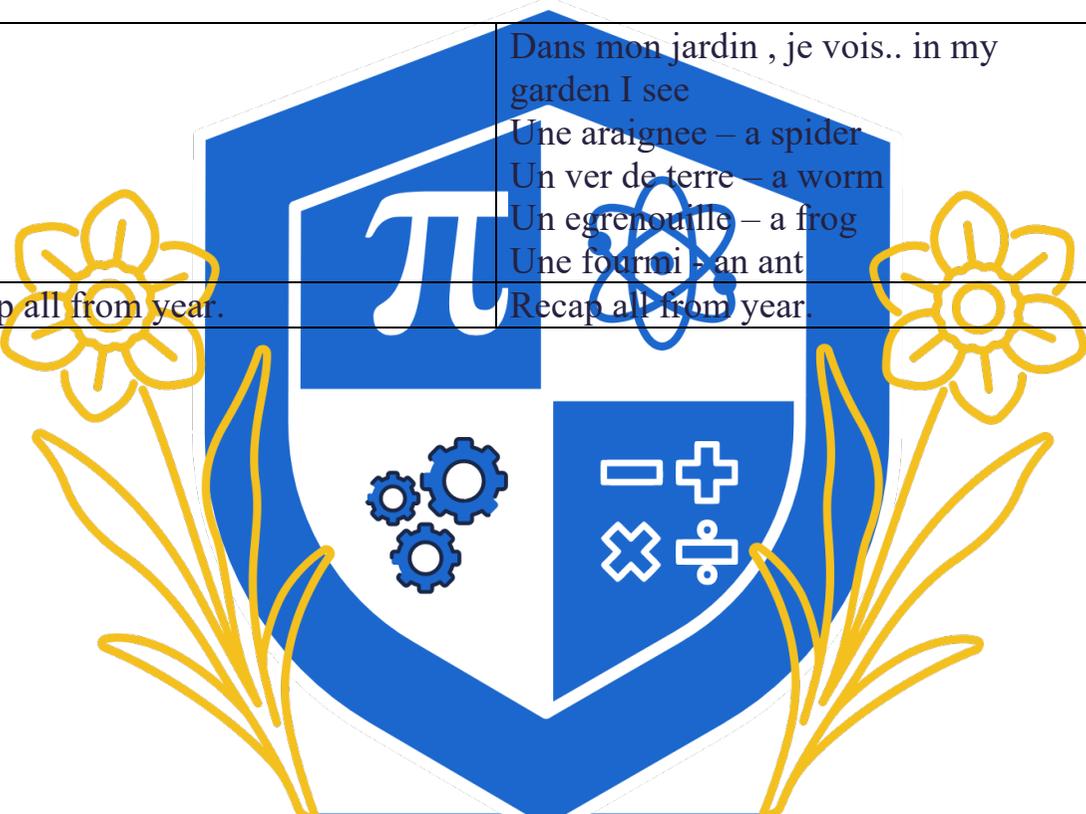
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<p>La ronde des petits (kept in year 1) from P59 for ideas.</p>	<p>Des Bottes – boots Une Jupe – skirt Un pull – jumper Un tee-shirt -t shirt Les lunettes de soleil – sun glasses Un pantalon – trousers Un short – shorts</p> <p>Link to weather topic</p>
<p><u>11 Food</u> To recognise and say some words for food. To express preferences.</p>	<p>Nourriture – food Des gateaux – some cake Des baguette – a baguette Une pomme – an apple Des frites – chips L'eau – water Le jus d'orange Des legumes – vegetables J'aime le... Je n'aime pas le ...</p>
<p><u>12 Mini-beasts</u> To listen to and repeat words and phrases.</p> <p>La ronde des petits (kept in year 1) from page 65</p>	<p>Les petites bêtes du jardin – mini beasts Un oeuf – an egg Un papillon – a butterfly Une chenille – caterpillar Une coccinelle – a ladybird Un escargot – a snail</p>

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	<p>Dans mon jardin , je vois.. in my garden I see Une araignee – a spider Un ver de terre – a worm Un egrenouille – a frog Une fourmi – an ant</p>
<p>Recap all from year.</p>	<p>Recap all from year.</p>

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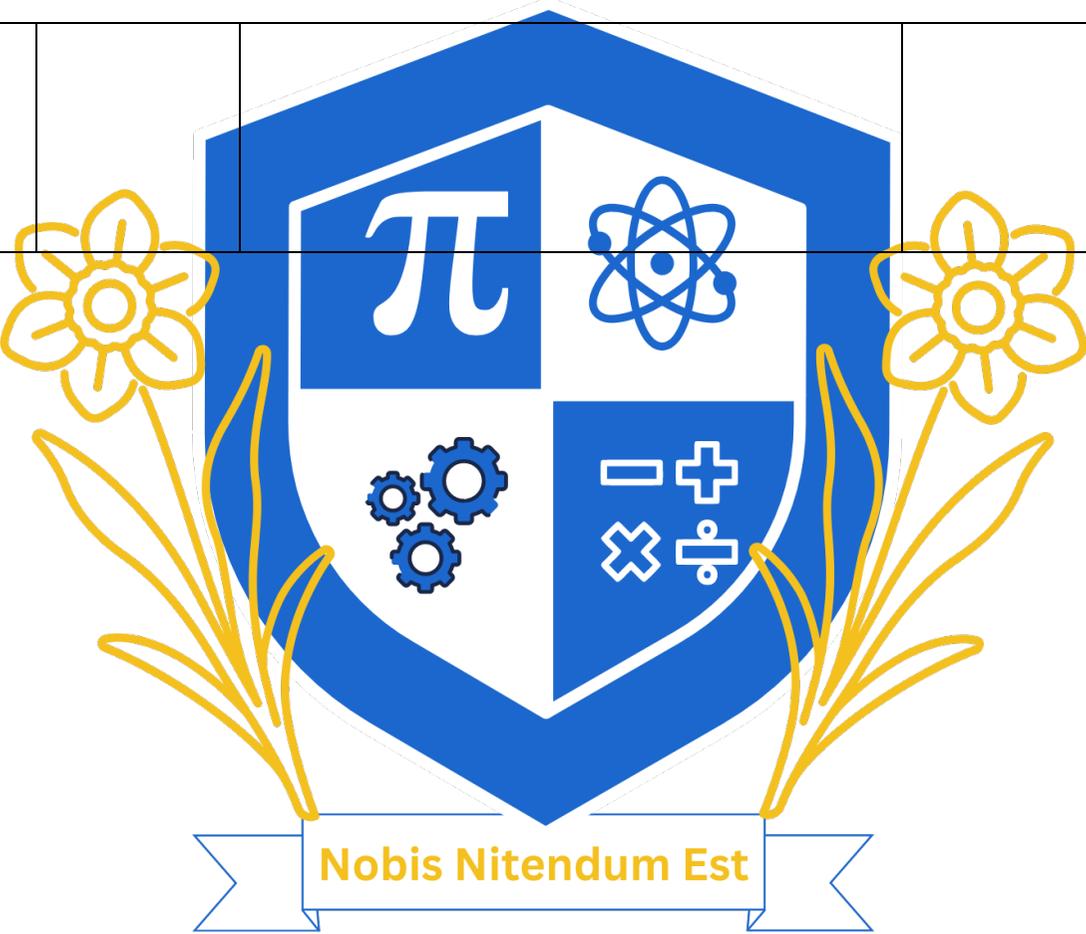
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Year 2

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
2	 <p>Moi (QCA 1)</p> <ul style="list-style-type: none"> • Greetings • Introducing yourself & your family 	 <p>○ 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>○ 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher 	<ul style="list-style-type: none"> • Understand and respond to the question Comment tu t'appelles? • Have an understanding that some French names may look the same as in English but sound different • Understand the meaning of ma mère, mon père, ma soeur, mon frère • Begin to use the structure Voici ma soeur, etc • Present members of their family • Rehearse numbers 1-10 • Understand and reply to the question Quel âge as-tu? 	<p>Bonjour! Hello! Salut! Hi! Ça va? How are you? Ça va bien/mal. Et toi? I'm fine / not well. And you? Au revoir Goodbye Monsieur/Madame Sir/Madam, oui/non yes/no Je m'appelle ... My name is Comment tu t'appelles? What's your name? Voici ... Here is ...un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu? How old are you? J'ai sept/huit ans I'm seven/eight years old ma mère my mother, mon père my father, ma soeur my sister mon frère my brother</p>	<ul style="list-style-type: none"> • Use French for real purposes to introduce themselves in oral form.

		<ul style="list-style-type: none"> • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. 			
<p><i>Tout le monde</i> Level 1 Module 1 <i>L'école des singes</i></p> <p>Use cartoon as stimulus and poem.</p>	<p>• identify rhyming words</p> <p>• perform finger rhymes and sing songs</p> <p>• join in with storytelling.</p> <p>• 3.2 Recognise and respond to sound patterns and words</p> <p>• listen with care</p> <p>• identify phonemes which are the same as or different from English and other known languages</p> <p>• speak clearly and confidently.</p> <p>• 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <p>• repeat words and phrases modeled by the teacher</p> <p>• remember a sequence of spoken words</p> <p>• use physical response, mime and gesture to convey meaning and show understanding.</p>	<p>• Rehearse numbers 1-10.</p> <p>• Use simple greetings and perform short role plays.</p> <p>• Learn some simple commands needed for regular use of target language in the classroom.</p> <p>• Recognise words in the story, song and poem.</p> <p>• Join in with performing the story, song and poem.</p> <p>• Recognise the sounds and words introduced in the module: <i>i (six), eu (deux)</i>.</p>	<p><i>Bonjour, monsieur/madame.</i> <i>Au revoir, monsieur/madame.</i> <i>Au revoir, tout le monde.</i> <i>Salut! Combien? un melon</i> <i>deux ballons trois boutons</i> <i>quatre moutons cinq fleurs</i> <i>six couleurs sept hiboux</i> <i>huit cailloux neuf enfants</i> <i>dix croissants des bananes</i> <i>Levez-vous! Asseyez-vous!</i> <i>Levez le doigt! Ecoutez!</i> <i>Comptez! Regardez!</i> <i>Répétez!</i> <i>Montrez-moi! plus fort</i> <i>moins fort c'est faux très bien</i> <i>Je m'appelle ... Je suis ...</i> <i>Comment tu t'appelles?</i> <i>Ça va? Ça va très bien./Ça ne va pas. s'il vous plait</i> <i>merci voilà</i> <i>Qu'est-ce que c'est?</i></p>	<ul style="list-style-type: none"> • Use French for real purposes To use simple greetings and perform short role plays. 	

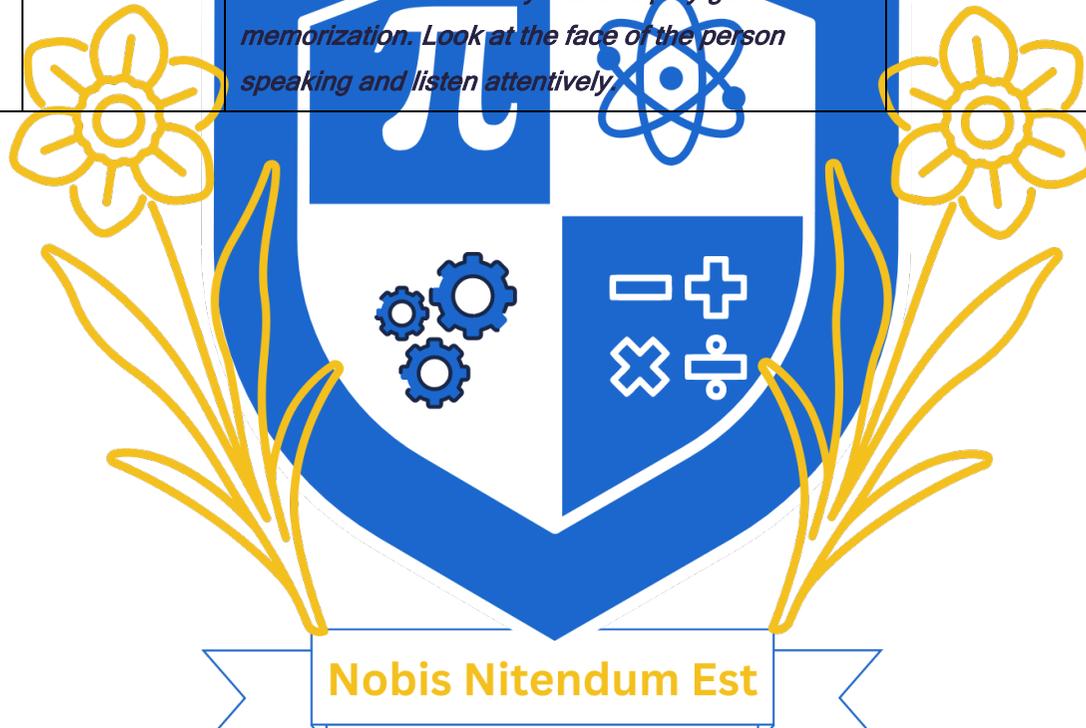
Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
		KAL Introduction to cognates: <i>recognise that there are words in French that look the same or similar</i>			
2	(3) <i>Tout le monde Level 1</i> Module 2 <i>Pierre et Monsieur Bonhomme de neige</i> Use story, poem, video and song as stimulus.	<p>○ 3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>○ 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>L 3.1 to recognise some familiar words in written form.</p>	<ul style="list-style-type: none"> • Learn the key vocabulary for parts of the body . • Learn a few simple weather expressions. • Understand and use a range of commands needed for regular use of target language in the classroom. • Recognise words in the story, song and poem. • Recognise the sounds and words introduced in Module 1 and explore new sound patterns: <i>on (bonjour), ou (bouche)</i>. 	<p><i>la tête- the head, les yeux- the eyes, le nez- the nose, la bouche – the mouth, les bras- the arms, les jambes – the legs</i></p> <p><i>la neige- the snow, Il neige - it is snowing le soleil - the sun Il y a du soleil – it is sunny branches - branches carottes - carrots bonhomme de neige - snowman mon ami – my friend mon, ma, mes - my J'ai chaud. – I'm hot J'ai froid. – I'm cold frappe - knock danse - dance tourne (en rond - turn) touché - touch saute - jump ouvre - open</i></p>	<p><i>To retell a simple story</i></p> <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p>

			<p><i>cherche - look for</i> <i>dort- sleep</i> <i>lève – lift/raise</i> <i>croise - cross</i> <i>mon frère my brother</i></p>	
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2	<p>(4) <i>Tout le monde Level 1</i> Module 3 <i>Le petit chaperon rouge.</i></p> <p>Use story, poem, video and song as stimulus.</p>	<p>○ 3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>○ 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>○ 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<ul style="list-style-type: none"> • Learn the key vocabulary for items of clothing and colours. • Recognise simple question forms. • Understand and use <i>Je porte ...</i> to describe what they are wearing. • Recognise words in the story, song and poem. • Join in with performing the story, song and poem. • Recognise the sounds and words introduced in previous modules and explore new sound patterns: <i>ch (chaperon), oi (bois)</i>. • Learn about what French children wear at school. 	<p><i>un pull</i> <i>une chemise</i> <i>un pantalon</i> <i>une jupe</i> <i>un T-shirt</i> <i>une robe</i> <i>un chaperon</i> <i>une cravate</i> <i>vert, rouge, bleu, jaune, rose, gris, orange, noir</i> <i>une tarte</i> <i>un chalet</i> <i>un loup</i> <i>un bûcheron</i> <i>les oreilles</i> <i>les dents</i> <i>un chalet en bois</i> <i>Promenons-nous dans les bois!</i> <i>Entrez!</i></p>	<p><i>To describe what someone is wearing</i></p> <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p>

	<p>L 3.1 to recognise some familiar words in written form.</p> <p>KAL Imitate pronunciation of sounds</p> <p>LLS Use actions and rhymes and play games to aid memorization. Look at the face of the person speaking and listen attentively.</p>	<p>Qu'est-ce que tu portes?</p> <p>Je porte ...</p> <p>Il/Elle met ...</p> <p>Pourquoi?</p>	
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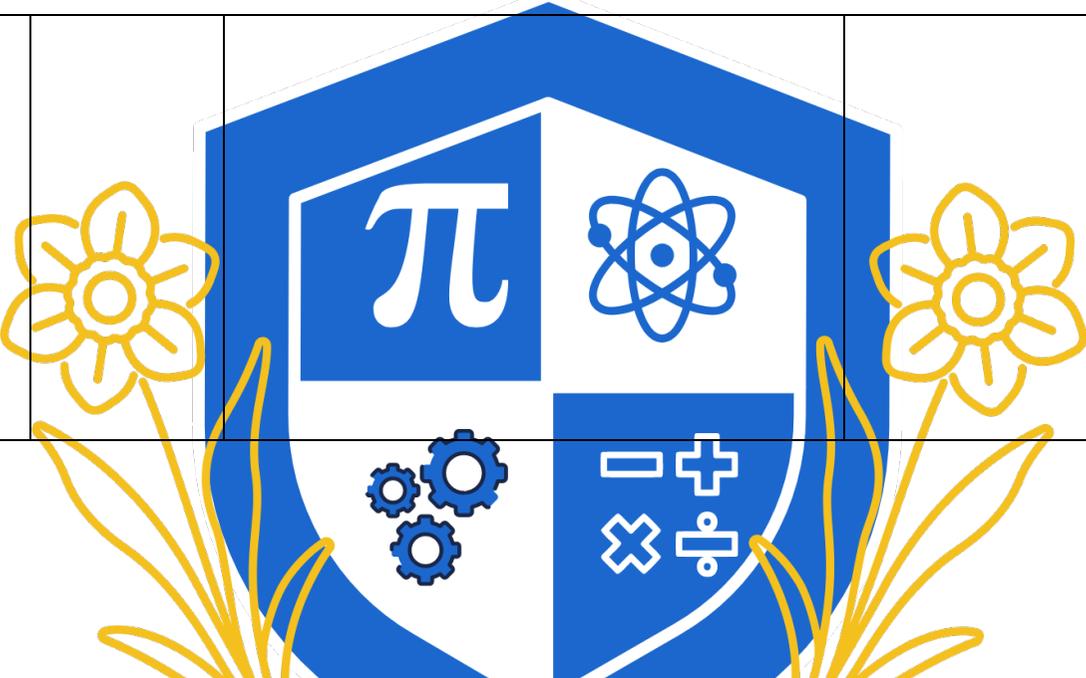


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2	#5	<p>L 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> listen with care 	<ul style="list-style-type: none"> Learn the key vocabulary for classroom objects. 	<p>Revisited language</p> <p>Bonjour, Au revoir, monsieur/madame</p>	<p>Make a card following instructions in French</p>

<p>Tout le monde Level 1</p> <p>Module 4</p> <p>Joyeux anniversaire, Aurélie! (Happy birthday, Aurélie!)</p> <ul style="list-style-type: none"> • age and birthdays • classroom objects • likes and dislikes 	<ul style="list-style-type: none"> • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>L 3.1 to recognise some familiar words in written form.</p> <p>KAL Imitate pronunciation of sounds</p> <p>Introduction to opinions: expressing likes and dislikes</p> <p>Introduction to simple negative phrases</p> <p>Sounds: au (cadeau); j (joyeux)</p>	<ul style="list-style-type: none"> • Understand and use <i>Quel âge as-tu?</i> and respond with the phrase <i>J'ai ... ans.</i> • Use and respond to <i>Qu'est-ce que c'est?</i> with <i>C'est un/une ...</i> and <i>Ce n'est pas un/une ...</i> • Recognise words in the story, song and poem. • Join in with performing the story, song and poem. • Recognise the sounds and words introduced in previous modules and explore new sound patterns: <i>au (cadeau), j (joyeux).</i> • Understand and express simple likes and dislikes. • Understand simple negative phrases. • Follow instructions for making a card and use these to create own cards. 	<p><i>Je m'appelle ..., Comment tu t'appelles? Ça va?, Ça va très bien./Ça ne va pas. Asseyez-vous! Levez-vous! Répétez! Ecoutez!, Regardez! Touchez!</i></p> <p><i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p><i>rouge orange, rose bleu, vert jaune gris noir</i></p> <p>New language</p> <p><i>une trousse un livre</i> <i>une règle un cadeau</i> <i>une gomme un gâteau</i> <i>des ciseaux un chien</i> <i>un bâton de colle un sac</i> <i>un crayon une araignée</i> <i>C'est un/une ... Ce sont des ...</i> <i>Ce n'est pas un/une ...</i> <i>Prenez ... (Prends ...)</i> <i>Passe-moi ...</i> <i>Joyeux anniversaire les bougies</i> <i>Quel âge as-tu? J'ai ... ans.</i> <i>mon anniversaire</i> <i>aujourd'hui</i> <i>J'aime ... Je n'aime pas ...</i></p>	<p>and create a PowerPoint presentation of children making a card in English for a French partner school</p> <p>3.2 Recognise and respond to sound patterns and words</p>
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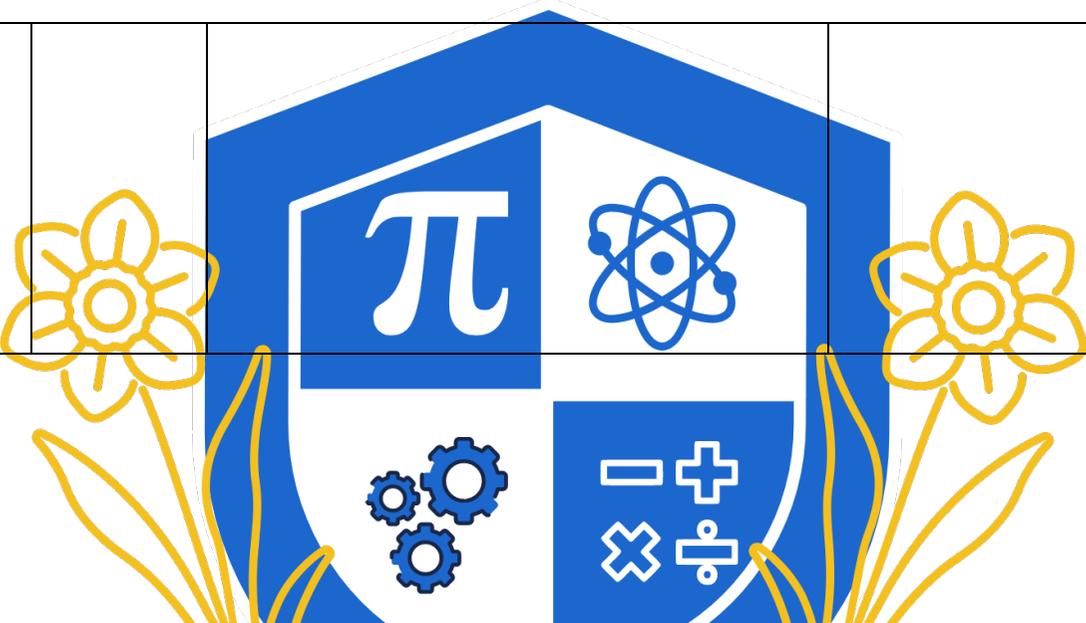
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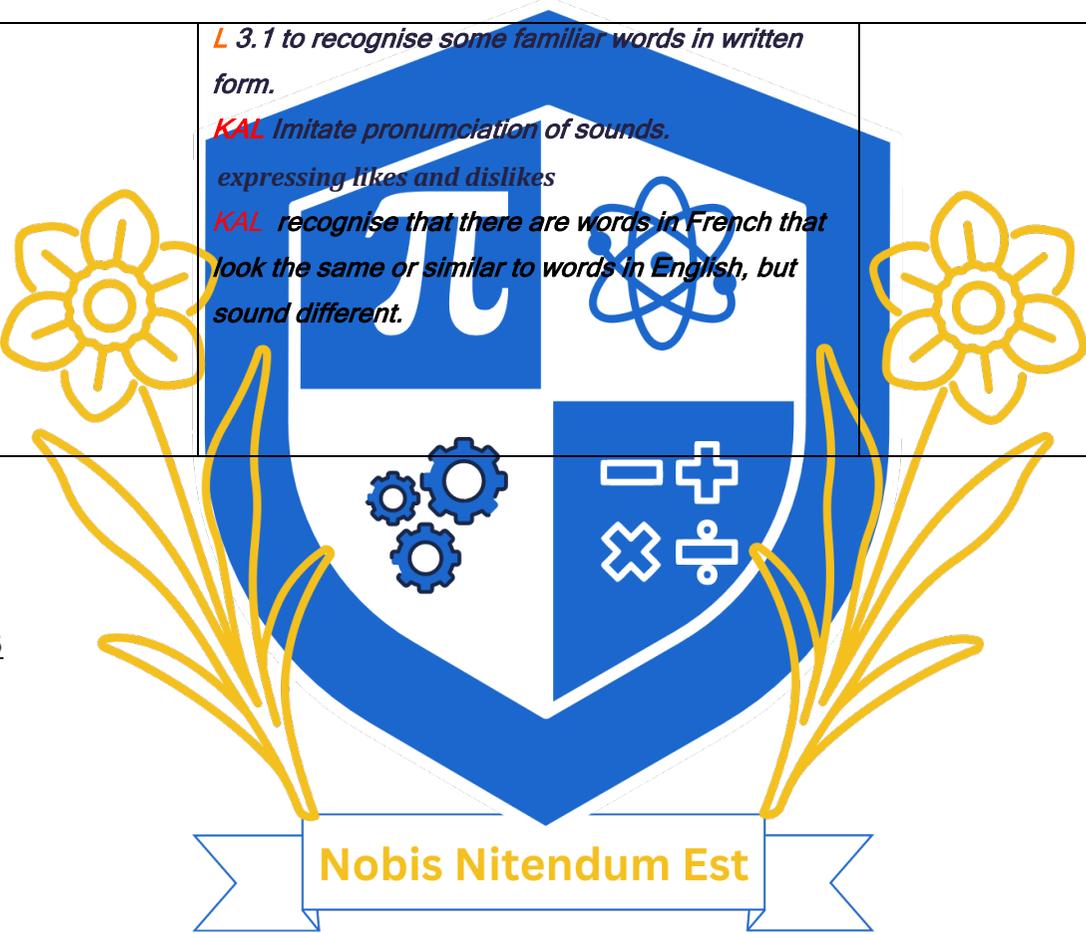
			<p><i>J'adore ... Merci beaucoup!</i> <i>les paillettes le carton/le papier</i> <i>dessine plie</i> <i>coupe colle</i> <i>maman papa</i> <i>un frère père</i> <i>petit grand</i> <i>Fantastique! Chouette!</i> <i>Attention!</i></p>	
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2	<p>#6 <i>Tout le monde</i> Level 1 Module 5 Un village en France (A village in France)</p>	<p>3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> listen with care identify phonemes which are the same as or different from English and other known languages speak clearly and confidently 	<ul style="list-style-type: none"> Learn the key vocabulary for place names in a village or town. Learn some further weather expressions. Understand and use <i>J'habite ...</i> + name of locality. Recognise words in the story, song and poem. 	<p>Revisited language</p> <p><i>Bonjour</i> <i>Au revoir</i> <i>monsieur/madame</i> <i>Asseyez-vous! Levez-vous!</i> <i>Répétez! Ecoutez!</i> <i>Regardez! Touchez!</i> <i>les mains le nez</i> <i>les jambes la tête</i></p>	<p>Compare the school's locality with Beynac and create a video presentation of children shopping in</p>

<ul style="list-style-type: none"> • places in a town or village • more weather expressions • saying where you live 	<p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>L 3.1 to recognise some familiar words in written form.</p> <p>KAL Imitate pronunciation of sounds.</p> <p>Knowledge about language</p> <ul style="list-style-type: none"> • Introduction to masculine and feminine nouns • Sounds: <i>é</i> (<i>école</i>), <i>an</i> (<i>boulangerie</i>) 	<ul style="list-style-type: none"> • Join in with performing the story, song and poem. • Recognise the sounds and words introduced in previous modules and explore new sound patterns: <i>é</i> (<i>école</i>), <i>an</i> (<i>boulangerie</i>). • Identify the features of a French village and how these compare to their own locality. • Become aware of masculine and feminine nouns. 	<p><i>rouge orange</i> <i>rose bleu</i> <i>vert jaune</i> <i>gris noir</i> <i>une trousse des ciseaux</i> <i>une règle un bâton de colle</i> <i>une gomme un crayon</i> <i>Il y a du soleil. Il neige.</i></p> <p>Language content and concepts</p> <p>Key vocabulary</p> <p><i>l'école l'épicerie</i> <i>la boulangerie le café</i> <i>le marché l'hôtel</i> <i>la rivière l'église</i> <i>le château la poste</i> <i>Il fait chaud. Il fait froid.</i> <i>J'habite à ...</i> <i>Où habites-tu?</i> <i>près de</i> <i>Où est ... ?</i></p>	<p>the local town (role play)</p> <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p>
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	<p><i>Je voudrais ...</i></p> <p><i>Je vais à ...</i></p> <p><i>Il/Elle va à ...</i></p> <p><i>Il/Elle achète ...</i></p> <p><i>Fermez!</i></p> <p><i>Ne pas tricher!</i></p> <p><i>J'ai gagné!</i></p>
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
2	<p>Shopping</p> <p>Not a Tout le Monde unit.</p> <p>Own resources needed</p>	<p>○ 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. 	<ul style="list-style-type: none"> • Learn the key vocabulary for buying items from a shop • Learn some words for foods • Understand and use <i>Je voudrais ...</i> + food/drink item • Recognise words in a role play • Join in with performing a role play • Rehearse numbers 1-10 • Learn multiples of 10 to 100. 	<p>Vous désirez? Can I help you?</p> <p>Je voudrais I would like</p> <p>C'est combien? How much is it?</p> <p>Euro, cents</p> <p>Un, deux, trois, quatre, cinc, six, sep, huit, neuf, dix, vingt, trente, quarante, cinquante, soixante, soixant-dix, quatre-vingts, quatre-vingt-dix, cent.</p> <p>Le marché market</p> <p>Le supermarché super market.</p> <p>Un jus d'orange orange juice</p> <p>L'eau water</p>	<p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p>

		<p><i>L 3.1 to recognise some familiar words in written form.</i></p> <p><i>KAL Imitate pronunciation of sounds.</i></p> <p><i>expressing likes and dislikes</i></p> <p><i>KAL recognise that there are words in French that look the same or similar to words in English, but sound different.</i></p>		<p>Du pain bread</p> <p>Du fromage cheese</p> <p>Du chocolat chocolate</p> <p>Du lait milk</p> <p>Des fruits fruit</p> <p>Des légumes vegetables</p> <p>Des gâteaux cakes</p> <p>Des croissants</p> <p>Pain au chocolat</p>	
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Year 3

Daffodil
PREPARATORY SCHOOL

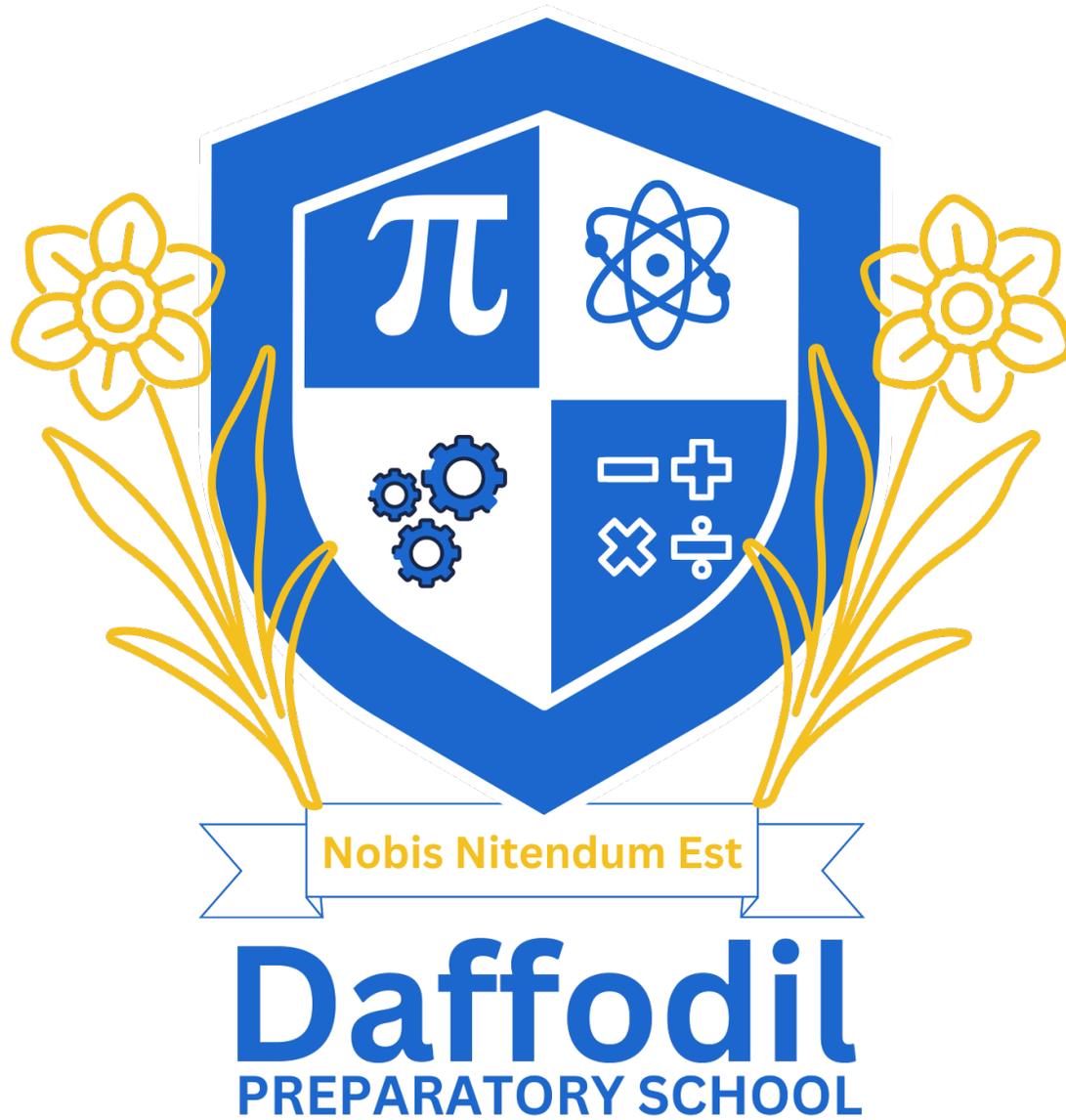
Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3	<p>Moi (QCA 1)</p> <ul style="list-style-type: none"> • Greetings • Introducing yourself & your family <p>Linked to Tout le monde level 1 module 1 &4 introducing self and greetings.</p>	<p>○ 3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p>○ 3.4 Listen attentively and understand instructions, everyday classroom language and</p>	<ul style="list-style-type: none"> • Understand and respond to the question Comment tu t'appelles? • Have an understanding that some French names may look the same as in English but sound different • Understand the meaning of ma mère, mon père, ma soeur, mon frère • Begin to use the structure Voici ma soeur, • Present members of their family • Rehearse numbers 1-10 	<p>Bonjour! Hello! Salut! Hi!</p> <p>Ça va? How are you? Ça va bien/mal. Et toi? I'm fine / not well. And you?</p> <p>Au revoir Goodbye Monsieur/Madame Sir/Madam, oui/non yes/no Je m'appelle ... My name is Comment tu t'appelles? What's your name?</p>	<ul style="list-style-type: none"> • Use French for real purposes to introduce themselves in oral form.

		<p>praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. <p><i>L 3-1 to recognise some familiar words in written form.</i></p>	<ul style="list-style-type: none"> • Understand and reply to the question Quel âge as-tu? • <i>put a simple written conversation into the correct order</i> 	<p>Voici ... Here is ...un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Quel âge as-tu? How old are you?</p> <p>J'ai sept/huit ans I'm seven/eight years old</p> <p>ma mère my mother, mon père my father, ma soeur my sister</p> <p>mon frère my brother</p>	
3	<p>Jeux et Chansons (QCA 2)</p> <p>Responding to a song in French.</p> <p>Understanding simple instructions.</p> <p>Making a game.</p>	<p>3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • identify phonemes which are the same as or different from English and other known languages 	<ul style="list-style-type: none"> • Identify sounds that are the same as or different from English • Know French version of a well known song • Pronounce numbers 1-10 accurately • Use newly learnt vocabulary to create a playground game • Perform their game with confidence 	<p>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt11-20</p> <p>Combien de ...? How many ...?</p> <p>Je préfère ... I prefer ...</p> <p>une oie a goose</p> <p>le football football</p>	<ul style="list-style-type: none"> • Use French for real purposes to communicate information. Carry out survey of preferred playground games.

<p>Linked to Tout le monde level 3 module 3 video option for play ground games.</p>	<p>• speak clearly and confidently.</p> <p>○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>• recall, retain and use vocabulary</p> <p>• ask and answer questions.</p> <p>○ 3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>• Use physical response, mime and gesture to show they understand a series of instructions</p> <p>• Pronounce numbers 11-20 with increasing accuracy</p> <p>• Answer simple questions about favourite playground games</p> <p>• Recognise some familiar words when they see them written.</p> <p>• Understand that words for some playground games occur in both French and English, although they may not sound the same</p>	<p>le saut à la corde skipping Chat Perché Tag Cache-cache Hide and Seek le Scoubidou Scoubidou Qui préfère? Who prefers? Tu préfères? Do you prefer? ou or Quel est ton jeu préféré? What is your favourite game?</p>	
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Nobis Nitendum Est

Daffodil
PREPARATORY SCHOOL



Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3	<p>Le Sport (QCA 3)</p> <ul style="list-style-type: none"> Saying what you can do well. Celebrating achievements <p>Sections 1,5,6</p>	<p>3.2 Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> listen with care identify phonemes which are the same as or different from English and other known languages speak clearly and confidently. <p>3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> recall, retain and use vocabulary ask and answer questions. <p>L 3.1 to recognise some familiar words in written form.</p> <p>L 3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> write simple, familiar words using a model write some single words from memory. 	<ul style="list-style-type: none"> recognise and say some action verbs repeat words modelled by the teacher use physical response, mime and gesture to show they understand a sequence of language understand a wider range of verbs use familiar praise words appropriately recall and pronounce well some of the newly learnt words understand the question Qu'est-ce que tu peux faire? reply to the above question using the structure Je peux + verb 	<p>bien well/good très bien very well/good</p> <p>Je joue bien au football I'm good at playing football (literally: I play football well)</p> <p>Je nage bien I'm good at swimming</p> <p>Je danse I dance</p> <p>Je chante I sing</p> <p>Je lis I read</p> <p>bravo, super, chouette, well done, super, cool, fantastic! fantastique!</p> <p>Je suis un génie! / I am a genius!</p> <p>génial(e)! (masculine/feminine)</p> <p>Tu es un génie! / You are a genius!</p> <p>génial(e)! (masculine/feminine)</p> <p>Répondez/Répond avec un geste</p> <p>Respond (plural/singular) with an action</p> <p>Prenez/Prends une carte Take a card</p> <p>Tu nages bien? Are you good at swimming?</p> <p>Qu'est-ce que tu veux faire? What would you like to do?</p>	<ul style="list-style-type: none"> Use French for real purposes Use photographs, video clips of themselves to speak about the things they do well.
3	<p>On fait la fete (QCA 3)</p>	<p>3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> identify rhyming words perform finger rhymes and sing songs 	<ul style="list-style-type: none"> Join in with a simple song Recognise their birthday month when they hear it. 	<ul style="list-style-type: none"> Joyeux anniversaire! janvier, février, mars, avril, mai, juin, juillet, août, septembre, 	<ul style="list-style-type: none"> Use French for real purposes to

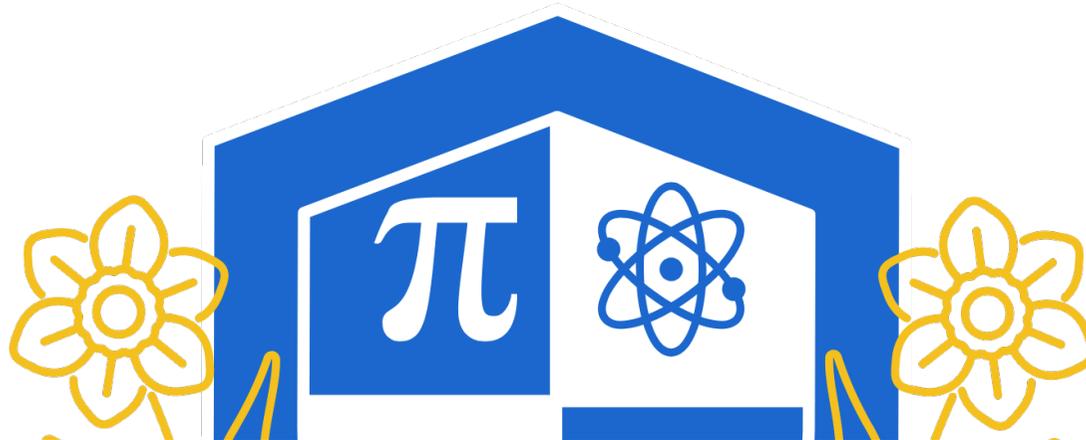
<p>special occasions</p> <p>Sections 2,3,4</p> <p>Linked to Tout le monde level 2 module 2 for months of the year, festivals and celebration</p>	<ul style="list-style-type: none"> • join in with storytelling. ○ 3.2 Recognise and respond to sound patterns and words • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. ○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences • recall, retain and use vocabulary • ask and answer questions. LLS Use actions and rhymes and play games to aid memorization. Look at the face of the person speaking and listen attentively. L 3.3 Experiment with the writing of simple words • write simple, familiar words using a model • write some single words from memory 	<ul style="list-style-type: none"> ▪ Understand and take part in a simple party game. ▪ Read aloud familiar words. ▪ Copy-write accurately words and simple sentences ▪ Complete simple details on a party invitation. 	<p>octobre, novembre, décembre</p> <ul style="list-style-type: none"> • Je peux ...? • s'il te plait • être: je suis, tu es • en + month 	<p>communicate information..</p> <p>To write a simple invitation to a birthday party.</p>
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3 (#5)	Portraits (QCA 4) <ul style="list-style-type: none"> • Parts of the body • Colours • Descriptions of people Linked to Tout le monde level 4 module 1 for body parts.	<ul style="list-style-type: none"> ○ 3.1 Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. ○ 3.2 Recognise and respond to sound patterns and words <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. ○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. <p><i>L 3.1 to recognise some familiar words in written form.</i></p> <p><i>L 3.3 Experiment with the writing of simple words</i></p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. 	<ul style="list-style-type: none"> • listen with care • identify specific words • respond to instructions and indicate understanding • join in with a song • repeat words modelled by the teacher • use newly learnt vocabulary to join in a game • identify and read simple words and phrases • follow a simple story • read and understand familiar words • read familiar words aloud • are aware that pronunciation of certain colours changes if the colour describes a feminine noun • remember a sequence of spoken words and indicate understanding • recall and pronounce accurately up to six colours • understand and pronounce accurately vocabulary for parts of the face and head • label accurately parts of the face and head 	bien well/good très bien very les couleurs colours rouge red rose pink orange orange jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) violet (Add -s to the above if plural) marron (invariable) brown J'ai ... I have ... Il/Elle a ... He/She has ... un nez bleu a blue nose une bouche bleue a blue mouth les yeux/cheveux bleus blue eyes/hair Il/Elle est ... He/She is ... grand(e) big/tall petit(e) small Additional language for this unit le nez nose le bras arm le coude elbow la tête head la bouche mouth la jambe leg	<ul style="list-style-type: none"> • Use French for real purposes • Children present their portraits and descriptions. • Build a display of children's colourful portraits. The display can then be used for a Guess Who? game.

	<p>IU 3.2 Locate country/countries where the language is spoken</p> <p>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</p>	<p>les épaules shoulders</p> <p>les genoux knees</p> <p>les pieds feet</p> <p>les doigts fingers</p> <p>les orteils toes</p> <p>les yeux eyes</p> <p>l'oeil (m) eye</p> <p>les oreilles ears</p> <p>l'oreille (f) ear</p> <p>J'ai gagné! I've won!</p>	
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3 (#6)	Unit 5 Responding to a story	<p>3.1 Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> Identify rhyming words perform finger rhymes and sing songs join in with storytelling. <p>4.2 Listen for specific words and phrases</p>	<p>Recognise and use the key vocabulary for rooms in a house and furniture.</p> <ul style="list-style-type: none"> Understand the question words <i>Qui ...?</i> and <i>Où ...?</i> 	<p>Revisited language</p> <p><i>J'habite ... elle habite ...</i></p> <p><i>un chalet la forêt</i></p> <p><i>la mère le père</i></p> <p><i>la soeur dans le jardin</i></p>	<ul style="list-style-type: none"> Use French for real purposes To use pictures and labels to

<p>Use Tout le monde level 2 module 4 big book</p> <p>Boucle d'Or et les trois ours (Goldilocks and the three bears)</p> <ul style="list-style-type: none"> • rooms in a house • describing furniture • using prepositions 	<ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>L 3.1 to recognise some familiar words in written form.</p> <p>L 3.3 Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. <p>Knowledge about language</p> <ul style="list-style-type: none"> • Introduction to prepositions • Revise and explore further the use of adjectives: their position, adjectives with <i>trop</i> and introduction to gender agreements • Phonemes: <i>u (dur)</i>, <i>ai (maison)</i> • Comparison between <i>ai (maison)</i> and <i>ain (bain)</i> 	<ul style="list-style-type: none"> • Recognise and understand words in the story, song and poem. • Explore new sound patterns: <i>u (dur)</i> and <i>ai (maison)</i>. • Compare the sound of <i>ai (maison)</i> and <i>ain (bains)</i>. • Recognise and use a wider range of adjectives. • Recognise and use a range of prepositions. • Recognise similarities and differences between a traditional tale in the UK and France. • Understand and join in with a song and traditional poem. • Recognise and use 1st, 2nd and 3rd person forms of verbs with support. 	<p><i>une trousse une règle adorer aimer près de petit mon ma chaud froid</i></p> <p>Key vocabulary</p> <p><i>la maison le bol le salon la chaise la cuisine la table la salle de bains le lit dur la chambre le lit mou la salle à manger les trois ours trop petite grand grande moyen moyenne parfait parfaite haut haute bas basse Qui ...? Où ...? sur Où es-tu? sous dans Qu'est-ce qu'il y a dans le/la ...? le mur une poule du pain Je suis ... il y a ... une lampe un appartement</i></p>	<p>verbally describe a scene from the story.</p>
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3	CA pousse! (QCA 6) <ul style="list-style-type: none"> Responding to a story Buying things Ordering in a restaurant Jack and the beanstalk powerpoint on the server.	<ul style="list-style-type: none"> 3.1 Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> perform finger rhymes and sing songs join in with storytelling. 3.2 Recognise and respond to sound patterns and words <ul style="list-style-type: none"> listen with care identify phonemes which are the same as or different from English and other known languages speak clearly and confidently 3.3 Perform simple communicative tasks using single words, phrases and short sentences 	<ul style="list-style-type: none"> listen with care and repeat words respond physically and verbally to questions about likes and dislikes ask and answer simple questions with correct intonation recognise a negative statement recall and use vocabulary join in with a non-fiction text read familiar words aloud show understanding of what they hear through a physical response remember a sequence of spoken words join in with storytelling identify simple phrases 	<i>Tu aimes ...?</i> Do you like ...? <i>J'aime ...</i> I like ... <i>Je n'aime pas ...</i> I don't like ... <i>beaucoup</i> a lot <i>Je voudrais ...</i> I would like ... <i>S'il vous plaît</i> Please (polite form) <i>Vous désirez?</i> What would you like? (polite form) <i>Voilà</i> There you are <i>Merci</i> Thank you <i>Au revoir</i> Goodbye <i>un haricot</i> a bean	<ul style="list-style-type: none"> Use French for real purposes to Children re-create the role-play conversation within the context of an improvised restaurant situation. In groups, one child is given a tray with bite-size portions of vegetables named so far. He or she is

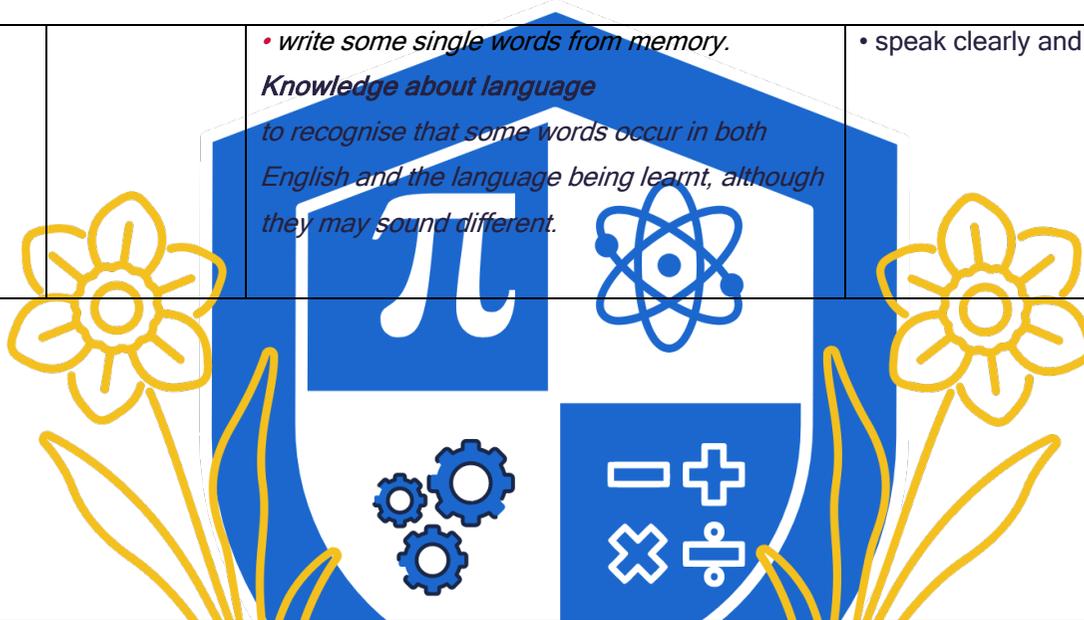
<p>Linked to Tout le monde level 1 module 5 video shopping in a town and going to a café</p>	<ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. • 3.4 Listen attentively and understand instructions, everyday classroom language and praise words • repeat words and phrases modeled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. • 3.1 to recognise some familiar words in written form. • 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words • 3.3 Experiment with the writing of simple words 	<ul style="list-style-type: none"> • write words and simple phrases using a model • communicate with others using simple words, phrases and short sentences • recognise and understand familiar words in written form • use correct pronunciation in oral work 	<p><i>un concombre</i> a cucumber <i>une tomate</i> a tomato <i>une laitue</i> a lettuce <i>du cresson</i> some cress <i>une graine</i> a seed <i>une graine de haricot</i> a bean seed <i>le marché</i> the market <i>au marché</i> at the market</p>	<p>the waiter or waitress. The rest of the group are the customers and, in turn, they choose a vegetable to eat. Children can use this opportunity to recycle any social language learnt in previous units.</p>
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Nobis Nitendum Est

Daffodil
PREPARATORY SCHOOL

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
3 (#6)	Unit 5 part 2 Responding to a story The four friends story	<ul style="list-style-type: none"> ○ 3.1 Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> • identify rhyming words • perform simple rhymes and sing songs • join in with storytelling. ○ 3.2 to recognise and respond to sound patterns and words ○ 3.3 to perform simple communicative tasks using single words, phrases and short sentences (O3.3) ○ 3.4 to listen attentively and understand instructions and everyday classroom language ○ 4.2 Listen for specific words and phrases <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. L 3.1 to recognise some familiar words in written form. L 3.3 Experiment with the writing of simple words <ul style="list-style-type: none"> • write simple, familiar words using a model 	<ul style="list-style-type: none"> • Recognise and understand words in the story. • Recognise and use adjectives. • Recognise and use a range of verbs • listen with care • join in with storytelling • recall vocabulary • use mime to convey meaning and show understanding • match words and pictures • write familiar words and sentences using a model • listen with care to identify specific information • remember a sequence of spoken words • answer questions with an awareness of the negative • recall, retain and use vocabulary 	<p><i>le cheval</i> the horse <i>le mouton</i> the sheep <i>le lapin</i> the rabbit <i>la souris</i> the mouse <i>... galope</i> (eg <i>Le cheval galope</i>) <i>Il/Elle est ...</i> It is ... <i>gris(e)</i> grey <i>Non, le lapin ne galope pas, etc</i> No, the rabbit doesn't gallop, etc <i>la pomme</i> the apple <i>le pommier</i> the apple tree <i>... sautille...</i> hops <i>... trottine...</i> scurries <i>toc, toc, toc!</i> knock, knock, knock! <i>croc, croc, croc</i> crunch, crunch, crunch <i>Le cheval est de quelle couleur</i> What colour is the horse? <i>Le cheval est noir</i> The horse is black <i>Qu'est-ce qu'il fait, le lapin?</i> What does the rabbit do? <i>Est-ce que le lapin galope?</i> Does the rabbit gallop?</p>	<ul style="list-style-type: none"> • Use French for real purposes To use pictures and labels to verbally describe a scene from the story.

	<p>• write some single words from memory.</p> <p>Knowledge about language</p> <p><i>to recognise that some words occur in both English and the language being learnt, although they may sound different.</i></p>	<p>• speak clearly and confidently</p>	<p>à la maison to the house/home</p> <p>C'est qui? Who is it?</p> <p>Donc so</p> <p>Puis then</p>	
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Les quatre amis

Il fait beau. Le soleil brille. Le petit cheval noir se promène dans les champs. Il voit un beau pommier avec une grosse pomme rouge. «Oh» dit le petit cheval noir, «quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge.»

Alors, le petit cheval noir essaie de prendre la pomme mais c'est impossible! «Hmmm» dit le petit cheval noir, «je vais chercher mon ami, le mouton.» Le cheval galope, le cheval galope vers la maison du petit mouton blanc.

Toc, toc, toc!
«C'est qui?» dit le petit mouton blanc.
«C'est moi, le petit cheval noir. Viens m'aider, s'il te plaît.»
«Oui, j'arrive tout de suite.»

«Vite, vite» dit le petit cheval noir, «monte sur mon dos.» Donc, le mouton monte sur le dos du cheval. Il essaie de prendre la pomme mais c'est impossible!

«Hmmm» dit le petit mouton blanc, «je vais chercher mon ami le lapin.» Le mouton court, le mouton court vers la maison du petit lapin gris.

Toc, toc, toc!
«C'est qui?» dit le petit lapin gris.
«C'est moi, le petit mouton blanc. Viens m'aider, s'il te plaît.»
«Oui, j'arrive tout de suite.»

Alors les deux amis retournent au pommier. Le lapin voit la belle pomme rouge.

«Hmmm» dit le petit lapin gris, «je vais chercher mon amie la souris.» Le lapin sautille, le lapin sautille vers la maison de la petite souris marron.

Toc, toc, toc!
«C'est qui?» dit la petite souris marron.
«C'est moi, le petit lapin gris. Viens m'aider s'il te plaît.»
«Oui, j'arrive tout de suite.»

Alors les deux amis retournent au pommier. La souris voit la belle pomme rouge.

«Oh» dit la petite souris marron, «quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge.»

«Vite, vite» dit le petit lapin gris, «monte sur mon nez.»

«Youpi!» crie la petite souris marron et elle descend.
«Youpi!» crie le petit lapin gris et il descend.
«Youpi!» crie le petit mouton blanc et il descend.
«Youpi!» crie le petit cheval noir.

Croc, croc, croc. Les quatre amis mangent la belle pomme rouge. Miam!

Puis le petit cheval noir galope à la maison.
Au revoir!
Le petit mouton blanc court à la maison.
Au revoir!
Le petit lapin gris sautille à la maison.
Au revoir!
Et la petite souris marron trotte à la maison. Au revoir!

Alors les deux amis retournent au pommier.
Le mouton voit la belle pomme rouge.

«Oh» dit le petit mouton blanc. «Quelle belle
pomme rouge. Je voudrais bien manger la
belle pomme rouge.»

«Oh» dit le petit lapin gris, «quelle belle
pomme rouge. Je voudrais bien manger la
belle pomme rouge.»

«Vite, vite» dit le mouton blanc, «monte sur
ma tête.» Donc, le mouton monte sur le dos
du cheval et le lapin monte sur la tête du
mouton. Il essaie de prendre la pomme mais
c'est impossible!

Donc, le mouton monte sur le dos du cheval,
le lapin monte sur la tête du mouton et la
souris monte sur le nez du lapin.
Elle étend la main et ... elle prend la belle
pomme rouge.»

The four friends

It is a beautiful day. The sun is shining. Little
black horse is walking in the fields. He sees
a big red apple in a beautiful apple tree.
'Oh', says little black horse, 'what a beautiful
red apple. I would really like to eat the
beautiful red apple.'

So little black horse tries to take the apple
but it is impossible! 'Hmmm' says little black
horse, 'I am going to look for my friend the
sheep.' The horse gallops, gallops to little
white sheep's house.

Knock, knock, knock!
'Who is it?' says little white sheep.
'It's me, little black horse. Please come and
help me.'
'Yes, I'll come now.'

So the two friends return to the apple tree.
The sheep sees the beautiful red apple.

'Oh', says little white sheep, 'what a beautiful
red apple. I would really like to eat the
beautiful red apple.'

'Quick, quick', says little black horse, 'climb
on my back.' So the sheep climbs on the
horse's back. He tries to take the apple but it
is impossible!

'Hmmm', says little white sheep, 'I am going
to look for my friend the rabbit.' The sheep
runs, runs to little grey rabbit's house.

Knock, knock, knock!
'Who is it?' says little grey rabbit.
'It's me, little white sheep. Please come and
help me.'
'Yes, I'll come now.'

So the two friends return to the apple tree.
The rabbit sees the beautiful red apple.

'Oh', says little grey rabbit, 'what a beautiful
red apple. I would really like to eat the
beautiful red apple.'

'Quick, quick', says little white sheep, 'climb
on my head.' So the sheep climbs on the
horse's back and the rabbit climbs on the

'Hmmm', says little grey rabbit, 'I am going
to look for my friend the mouse.' Rabbit
hops, hops to little brown mouse's house.

Knock, knock, knock!
'Who is it?' says little brown mouse.
'It's me, little grey rabbit. Please come and
help me.'
'Yes, I'll come now.'

So the two friends return to the apple tree.
The mouse sees the beautiful red apple.

'Oh', says little brown mouse, 'what a
beautiful red apple. I would really like to eat
the beautiful red apple.'

'Quick, quick', says little grey rabbit, 'climb
on my nose.'

So the sheep climbs on the horse's back,
the rabbit climbs on the sheep's head and
the mouse climbs on the rabbit's nose. She
reaches out her hand and ... takes the
beautiful red apple.

'Hoorah!' cries little brown mouse and she
gets down.

'Hoorah!' cries little grey rabbit and he
gets down.

'Hoorah!' cries little white sheep and he
gets down.

'Hoorah!' cries little black horse.

Crunch, crunch, crunch. The four friends eat
the beautiful red apple. Yum!

Then little black horse gallops home.
Goodbye!

Then little white sheep runs home.

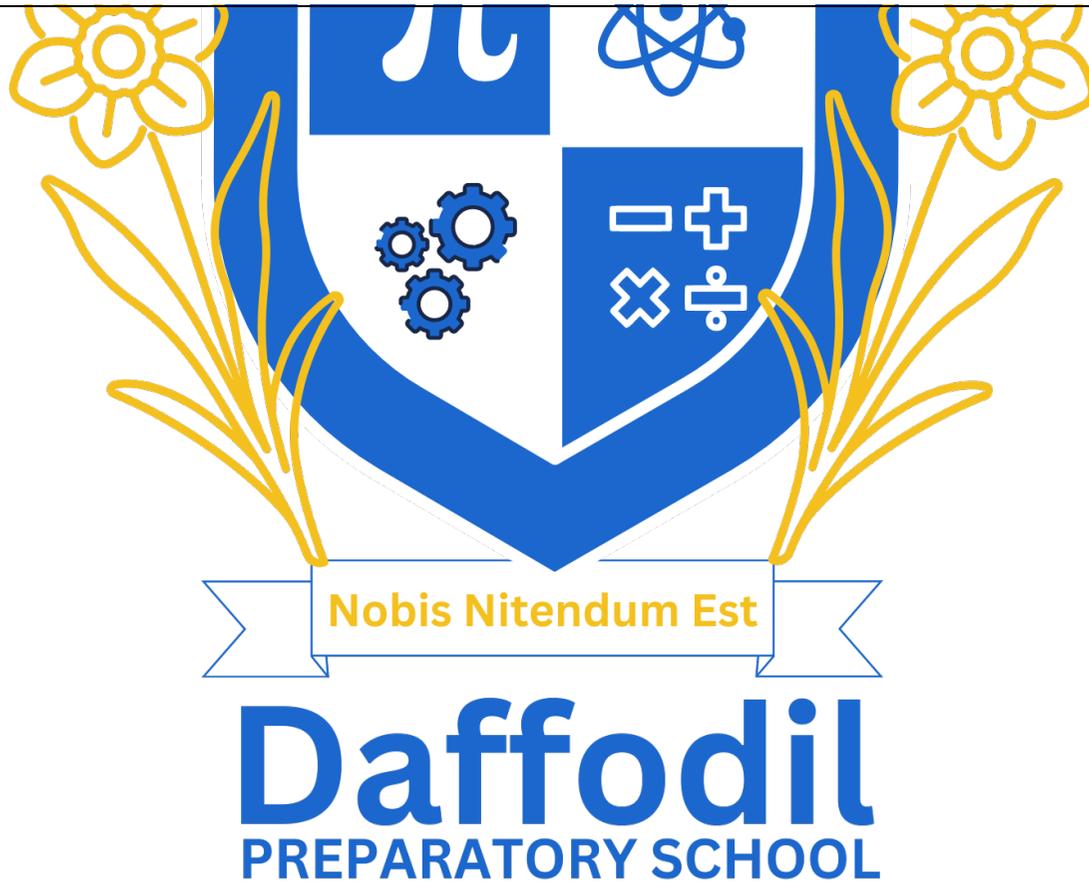
Goodbye!

Then little grey rabbit hops home. Goodbye!

And little brown mouse scurries home.

Goodbye!

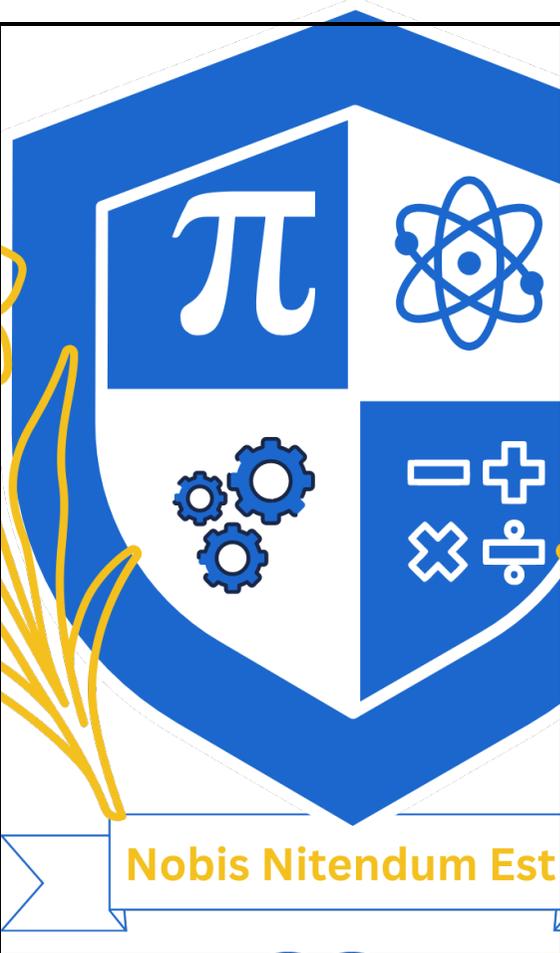
sheep's head. He tries to take the apple but it is impossible!



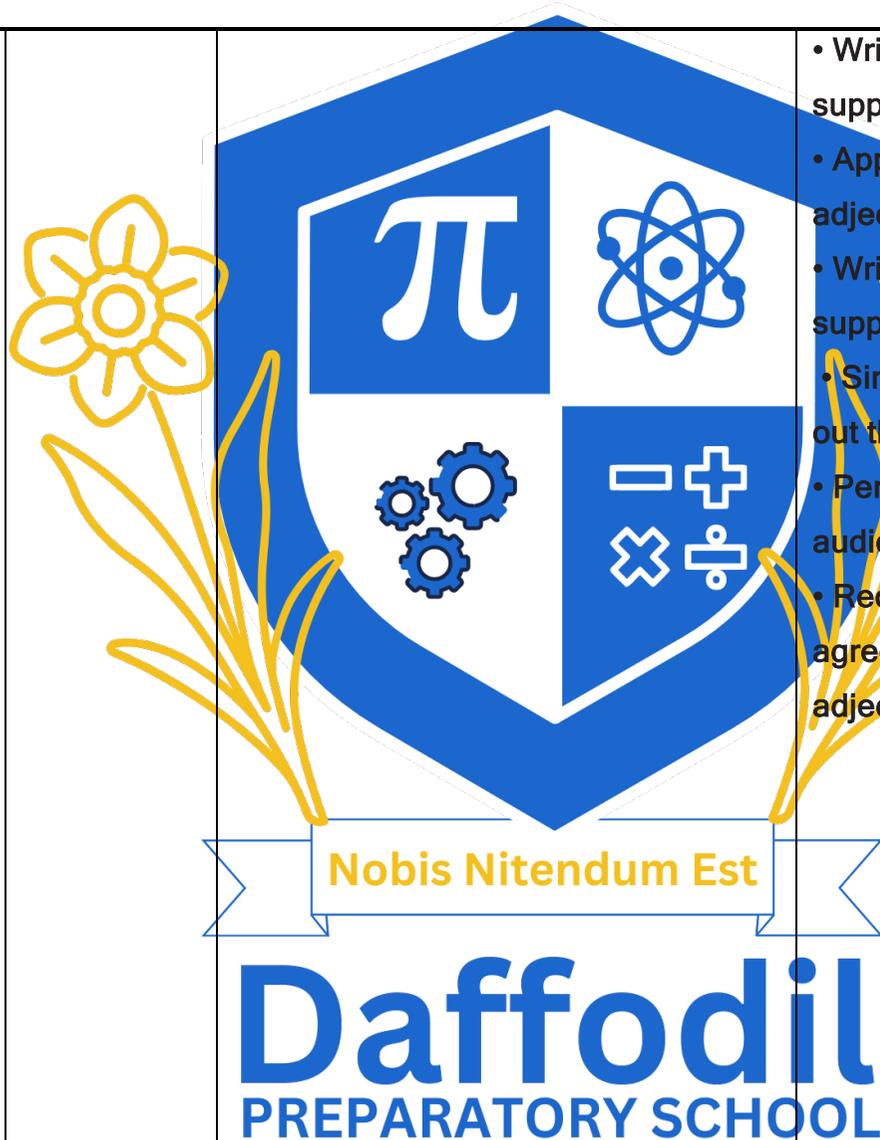
Year 4

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	On y va (QCA 7) • Travel • Weather	<ul style="list-style-type: none"> ○ 4.1 Memorise and present a short spoken text ○ 4.2 Listen for specific words and phrases ○ 4.3 Listen for sounds, rhyme and rhythm ○ 4.4 Ask and answer questions on several topics <ul style="list-style-type: none"> L 4.1 Read and understand a range of familiar written phrases L 4.2 Follow a short familiar text, listening and reading at the same time L 4.3 Read some familiar words and phrases aloud and pronounce them accurately L 4.4. Write simple words and phrases using a model and some words from memory <p>IV-4.4 To learn about ways of travelling to the country/countries</p>	<ul style="list-style-type: none"> • recognise the phrases for modes of transport • say how they get to school. • locate some countries where French is spoken • imitate the pronunciation of sounds • say the names of some francophone countries • recognise that many languages are spoken in the UK and across the world • say where they would like to go • say the names of some towns and cities in France • use a physical response to show they understand specific words and phrases • make sentences using two ideas • understand that there are different ways of getting to countries, depending on their location • read and understand an email in French • write to a travel agent saying where, when and how they are travelling 	<p>Je vais à l'école I go to school à pied on foot en voiture by car en vélo by bike en bus by bus Où vas-tu? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud It is hot Il fait froid It is cold Il fait beau It is fine Il fait mauvais It is bad weather Il fait du soleil It is sunny Il fait du vent It is windy Il pleut It is raining</p>	<ul style="list-style-type: none"> • Use French for real purposes to communicate information. • Children use a writing frame to compose their own email.

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>L'argent de poche (QCA 8) Expressing opinions about likes and dislikes.</p> <p>Linked to Tout le monde level 1 module 4 to recap likes and dislikes.</p>	<p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. <p>Nobis Nitendum Est Daffodil PREPARATORY SCHOOL</p>	<ul style="list-style-type: none"> • Respond to the question <i>Tu aimes ça?</i> • Say whether they like something or not • Ask and answer the question <i>Tu aimes ça?</i> • Say whether they really like something or not • Know the sounds that French children make to show that they like or don't like something • Can recognise and say numbers 1-39 • Understand that people use different currencies in different countries • Say how much something costs in euros 	<p><i>J'adore</i> I love <i>Je déteste ça</i> I hate that. <i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</i> <i>C'est combien?</i> How much is it? <i>un euro</i> one euro <i>C'est super</i> It's great, <i>magnifique, ,</i> magnificent, <i>fantastique</i> fantastic <i>Je n'ai pas de ...</i> I don't have ... <i>miam, miam!</i> yum!</p>	<ul style="list-style-type: none"> • Use effective language for an advertisement • Understand that language is used differently depending on the speaker and the audience

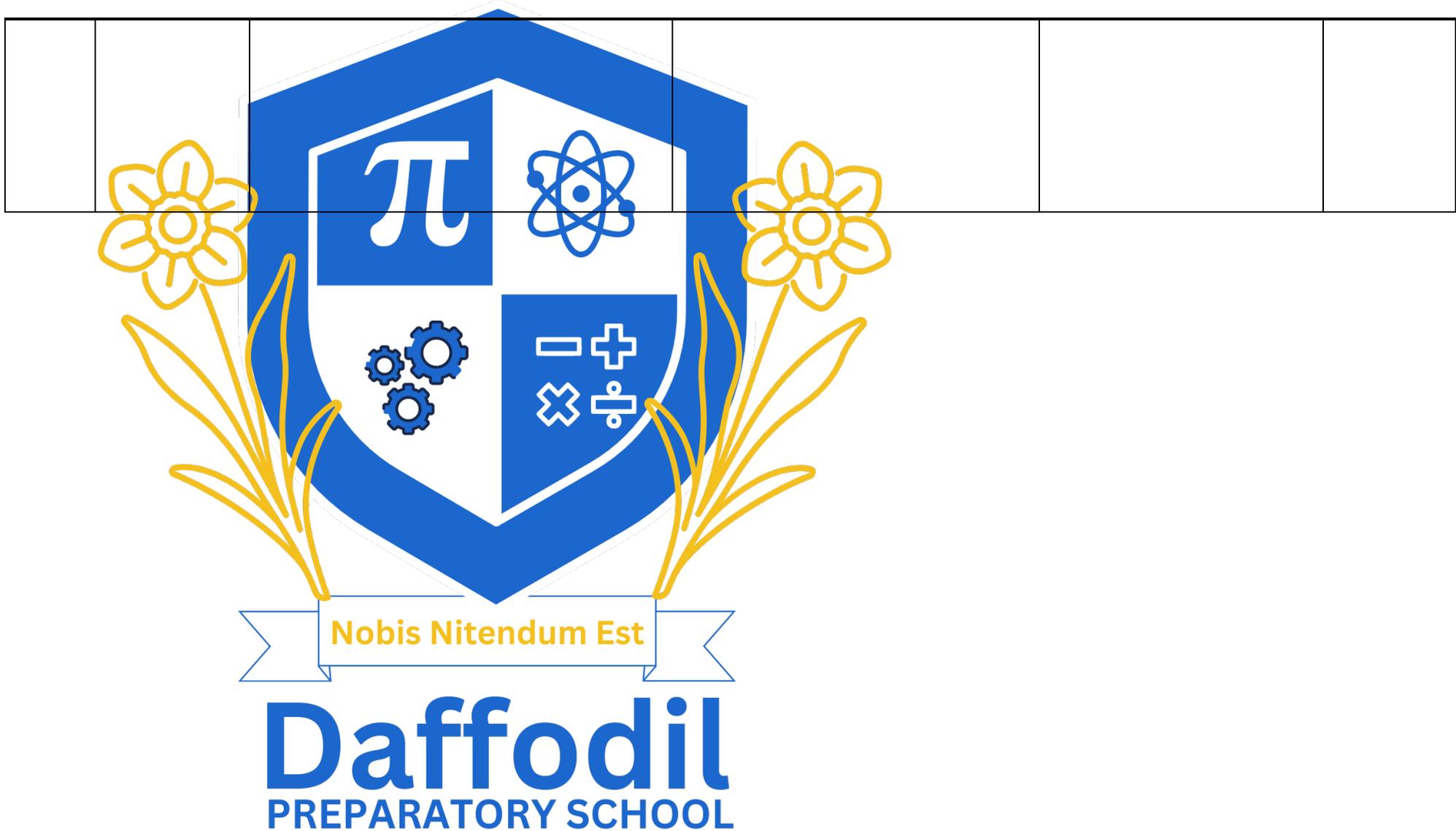
			<ul style="list-style-type: none"> • Say something is good • Say that they would like something • Use effective language for an advertisement • Understand that language is used differently depending on the speaker and the audience 	<p><i>berk! yuck!</i></p> <p><i>pour mon anniversaire</i> for my birthday</p> <p><i>un CD</i> a CD</p> <p><i>un football</i> a football</p> <p><i>une console</i> a games console</p> <p><i>une peluche</i> a soft toy</p> <p><i>une poupée</i> a doll</p> <p><i>génial</i>, brilliant/great</p> <p><i>hyper-cool</i>, cool</p> <p><i>nul</i> useless</p> <p><i>Tu aimes ça?</i> Do you like that?</p>	
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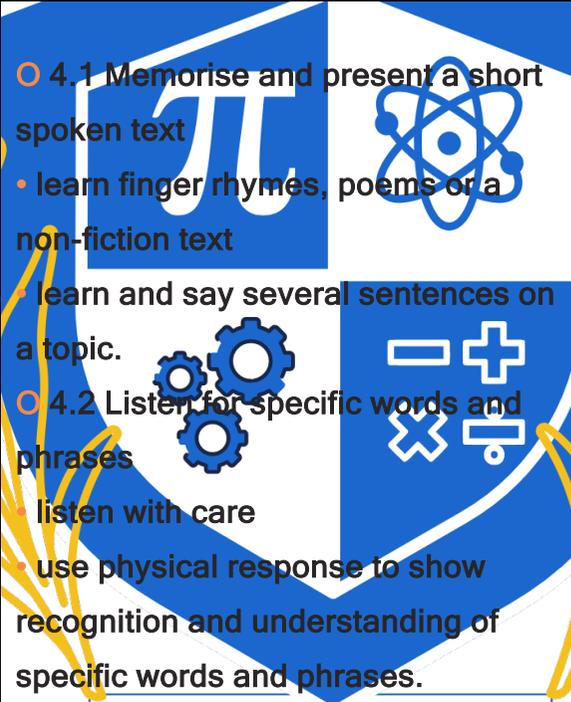
Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>Raconte-moi une histoire! (QCA 9) Responding to a song Giving instructions. Use 'La Belle'</p>	 <p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. 	<ul style="list-style-type: none"> • Recognise and say key words in a song • understand that stories from different cultures may be similar • Hear the <i>r</i> sound in French words and phrases • Understand and respond to classroom instructions in French • Understand that verbs change when giving an order in French • Can recognise multiples of 10 up to 100 • Respond to multiples of 10 and say them in chorus • Recognise adjectives and nouns in French • Apply simple agreements to adjectives 	<p><i>Regardez</i> Look <i>Répétez</i> Repeat</p> <p><i>Ecoutez</i> Listen, <i>quarante</i> 40 <i>cinquante</i> 50, <i>soixante</i> 60 <i>soixante-dix</i> 70, <i>quatre-vingts</i> 80 <i>quatre-vingt-dix</i> 90, <i>cent</i> 100</p> <p><i>Il/Elle est ...</i> He/She is ...</p> <p><i>grand/e</i> big (masculine/feminine) <i>petit/e</i> small (m/f) <i>vrai true, faux false</i> <i>le prince</i> the prince <i>la belle</i> Sleeping Beauty, <i>la méchante fée</i> the</p>	<ul style="list-style-type: none"> • Tell a story effectively • Perform in front of an audience

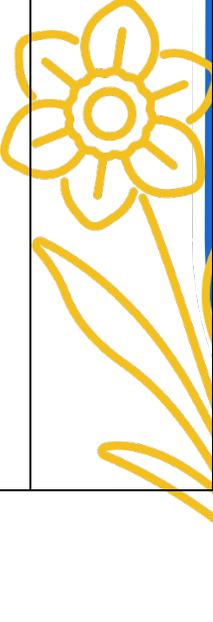
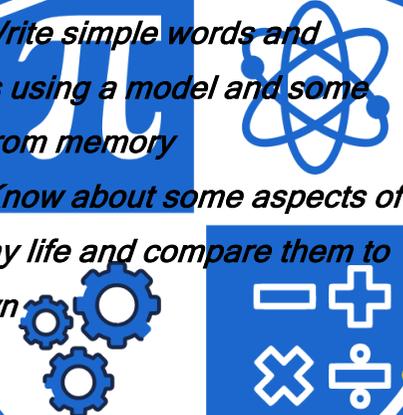


- Write simple sentences with support
- Apply simple agreements to adjectives
- Write simple sentences with support
- Sing a French song and act out the story
- Perform the story in front of an audience
- Recall and describe the agreement between nouns and adjectives

wicked fairy, *la haie d'épines* the hedge of thorns. *Ouvre les yeux* Open your eyes. *Tu dors cent ans* You will sleep for 100 years
charmant/e charming
méchant/e wicked
Levez-vous Stand up
Asseyez-vous Sit down
Levez la main / le doigt Put your hand/finger up
Taisez-vous/Tais-toi Be quiet (plural/singular)
Prends garde à toi Watch out



Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>Vive le sport! (QCA 10) Healthy foods and drinks</p> <p>Linked to Tout le monde level 3 module 5 for healthy eating. Level 2 module 3 pastimes</p>	 <p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.4 Ask and answer questions on several topics</p> <p><i>L 4.1 Read and understand a range of familiar written phrases</i></p>	<ul style="list-style-type: none"> • understand the phrases for different sports in French • recognise some of these phrases in written form • remember the names of some sports • name some food and drinks • talk about how they remember words and phrases • read and recognise the names of some food and drink • spell some words for food and drink • say whether they think something is healthy or unhealthy • say the days of the week 	<ul style="list-style-type: none"> • Qu'est-ce que tu fais (lundi)? • Je joue au tennis / au cricket / au basket • Je fais du vélo / du skate / de la danse / de la natation • zero • le jus d'orange, le yaourt, le poisson, une pomme, les carottes • le chocolat, le coca, les pommes frites, les bonbons • Oui, c'est bon pour la santé 	<ul style="list-style-type: none"> • design an effective poster to communicate how to lead a healthy lifestyle

		<p><i>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</i></p> <p><i>L 4.4. Write simple words and phrases using a model and some words from memory</i></p> <p><i>L 4.2 Know about some aspects of everyday life and compare them to their own</i></p> 	<ul style="list-style-type: none"> • understand the layout of a French diary • listen to and understand the content of a diary when read aloud • write simple words and phrases using a model and some words from memory • design an effective poster to communicate how to lead a healthy lifestyle 	<ul style="list-style-type: none"> • Non, c'est mauvais pour la santé 	
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Daffodil
PREPARATORY SCHOOL

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>Le Carnaval des Animaux (QCA 11)</p> <p>Animals and their habitats</p> <p>Linked to Tout le monde level 3 module 2 for unit</p>	<p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p>	<ul style="list-style-type: none"> • Name some animals • Give a physical response to something they hear • Recognise some words to describe the music • Understand the time • Understand and say a number of adjectives • Understand the agreement of simple nouns and adjectives • Pronounce the feminine form of some adjectives appropriately • Understand the use of the apostrophe with the article before a noun beginning with a vowel • Say the names of some habitats 	<p>Où habites-tu? Where do you live?</p> <p>J'habite dans ... I live in ...</p> <p>rapide quick</p> <p>lent slow</p> <p>rapidement quickly</p> <p>lentement slowly</p> <p>doucement softly</p> <p>fort strong, loud(ly)</p> <p>Quelle heure est-il? What's the time?</p> <p>une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures,</p> <p>huit heures, neuf heures, dix heures, onze heures, douze heures</p> <p>Additional language for this unit</p> <p>le lion the lion</p> <p>le coq the cock</p> <p>le kangourou the kangaroo</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, eg A) Bonjour! B) Bonjour! A) Comment tu t'appelles? B) Je m'appelle Lion. Comment tu t'appelles?

- practise asking and answering questions with a partner
- devise and perform simple role-plays.

5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts

- Say where some animals live
- Understand simple role-plays
- Ask and answer questions on different topics
- Perform in front of an audience•

Extension: Introduce Je suis to enable children to say, for example, Je suis féroce.

- Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed.
- More confident children will be able to prepare an extended dialogue.

le poisson the fish
 le coucou the cuckoo
 l'éléphant (m) the elephant
 l'âne (m) the donkey
 l'oiseau (m) the bird
 la tortue the tortoise
 la poule the hen
 le cygne the swan
 timide timid
 féroce fierce
 plat flat
 C'est l'heure du carnaval! It's carnival time!
 la savane the savanna
 la forêt the forest
 la mer the sea
 une ferme a farm

A) Je m'appelle Oiseau.
 Quel âge as-tu?
 B) J'ai 8 ans.
 A) J'ai une soeur.
 B) J'ai un frère.
 A) J'habite dans la forêt.
 B) J'habite dans la savane.
 A) Quelle heure est-il?
 B) Cinq heures.
 (Together)
 C'est l'heure du carnaval!

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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4 (#6)	<p>Quel temp fait-il? (QCA 12) What's the weather like?</p> <p>Weather Clothing</p>	<p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p>	<ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they Understand • recognise numbers to 40 when someone says them aloud • pronounce numbers to 40 with reasonable accuracy • memorise a rhyme • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they Understand • read and understand a range of familiar written phrases • use their knowledge of grammar to build sentences • understand the main points of a report • give a weather report describing the day, date, weather and appropriate clothing 	<p>Il neige It's snowing Il gèle It's freezing Quand ... il te faut ... When ... you need ... moins minus lundi 5 juin, etc Monday 5th June, etc le 5 juin, etc the 5th June, etc</p> <p>Additional language for this unit un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants gloves des bottes boots des lunettes de soleil sunglasses</p> <p>Additional language for teachers Qu'est-ce qu'il te faut? What do you need? Il fait quelle temperature? What temperature is it? Quelle est la date? What's the date? Voici la météo Here is the weather report aujourd'hui today</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. give a weather report describing the day, date, weather and appropriate clothing

• practise asking and answering questions with a partner

• devise and perform simple role-plays.

L 4.1 Read and understand a range of familiar written phrases

L 4.2 Follow a short familiar text, listening and reading at the same time.

L 4.3 Read some familiar words and phrases aloud and pronounce them accurately

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Year Group	Unit Title	Oracy Objectives (o) <i>Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)</i>	Learning Outcome	Core Language	End Product
4 (#7)	<p>Bon appétit! Enjoy your meal!</p> <p>QCA 13</p> <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions 	<ul style="list-style-type: none"> ○ 5.2 Understand and express simple opinions <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. ○ 5.3 Listen attentively and understand more complex phrases and sentences <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. • memorise and present a set of instructions. <p><i>5.1 Re-read frequently a variety of short texts</i></p>	<ul style="list-style-type: none"> • make statements in the perfect tense (past) Perfect tense: <i>manger (j'ai mangé, tu as mangé)</i>; • use tone of voice to help convey meaning • identify similarities and differences in everyday life • agree and disagree with statements • understand and express likes and dislikes • ask and answer questions • use simple connectives to make compound sentences with connectives <i>et</i> and <i>mais</i> • use word cards or word lists to create phrases and sentences 	<p><i>J'ai mangé</i> I ate <i>J'ai bu</i> I drank <i>Tu as mangé (une banane)</i>? Did you eat (a banana)? <i>et</i> and <i>mais</i> but <i>un sandwich</i> a sandwich <i>un gâteau</i> a cake <i>une banane</i> a banana <i>une crêpe</i> a pancake <i>du fromage</i> some cheese <i>de la salade</i> some salad <i>de l'eau (f)</i> some water</p>	<ul style="list-style-type: none"> • use French for real purposes to give instructions for making a <i>crêpe</i>

L5.2 To make simple sentences and short texts

L5.3 To write words, phrases and short sentences using a reference

IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country.

IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country

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- create compound sentences using word and phrase cards

- use a physical response to show recognition and understanding of specific phrases

- talk about traditions that affect people's lives and compare the similarities and differences

- understand the main points from spoken language that includes unfamiliar language

- identify key language in a non-fiction text

- understand the main points of spoken language that includes

- unfamiliar language

- read a non-fiction text

- choose words, phrases and sentences and write them into a gapped text

- use a bilingual dictionary or word list

des chips (m plural)

some crisps

Additional language

de la sauce caramel

toffee sauce

Mettez Put

Faites Make

Ajoutez Add

Mélangez Mix

Versez Pour

Laissez cuire Leave to cook

Faites sauter Flip

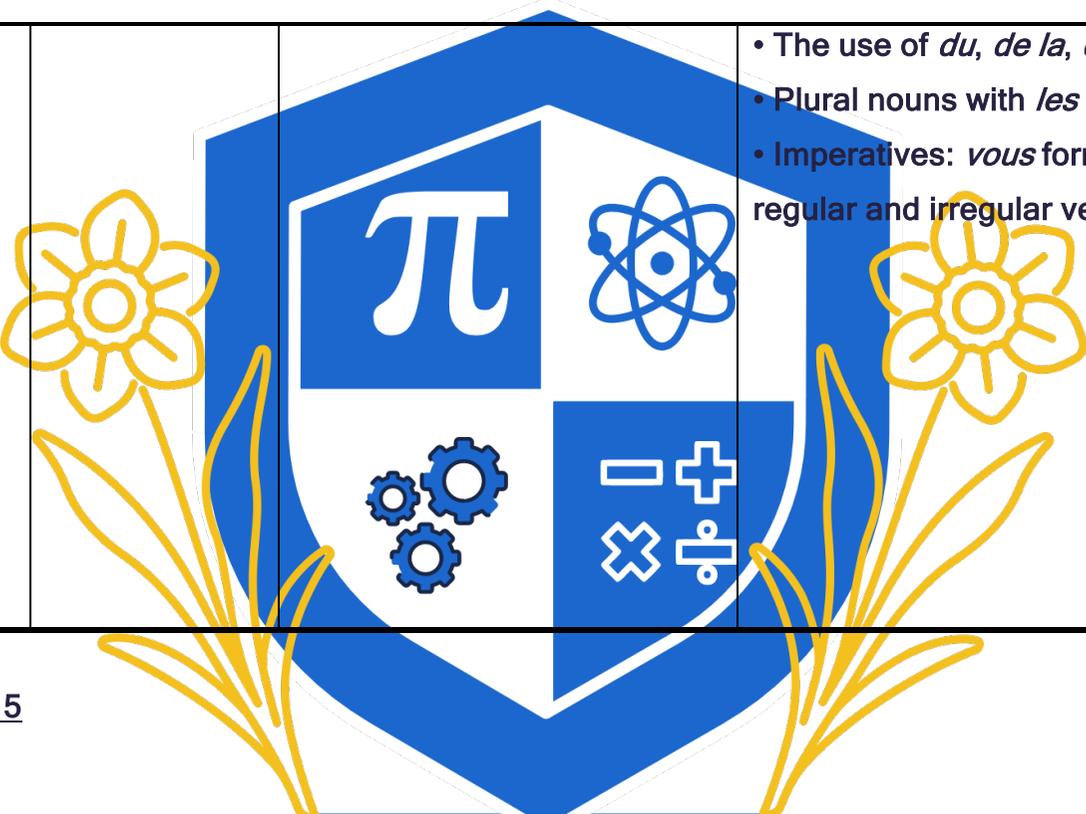
prêt(e) ready

Additional language for teachers

Qu'est-ce que tu as

What have you got as a snack?

comme goûter?

		<ul style="list-style-type: none"> • The use of <i>du, de la, de l'</i> • Plural nouns with <i>les</i> and <i>des</i> • Imperatives: <i>vous</i> form of some regular and irregular verbs 	<p><i>Tu as (une banane)?</i> Have you got (a banana)?</p> <p><i>Tu aimes (les bananes)?</i> Do you like (bananas)?</p> <p><i>Tu as bu (de l'eau)?</i> Did you drink (water)?</p>	
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YEAR 5

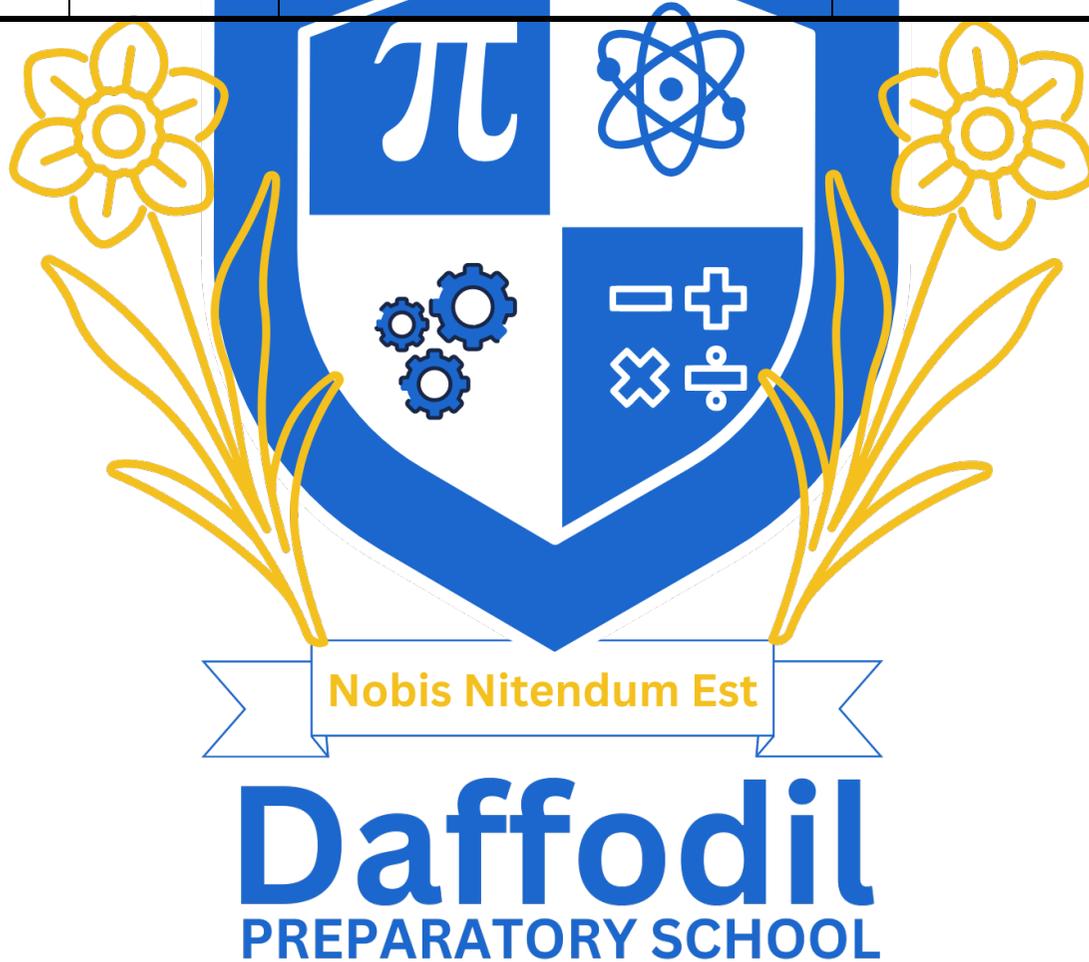
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#1)	<p>Je suis le musicien (QCA 14)</p> <p>Responding to a song in French</p> <p>I am the music man song</p>	<p>5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> focus on correct pronunciation and intonation ask and answer questions use tone of voice and gesture to help to convey meaning. <p>5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> agree and disagree with statements understand and express like and dislikes. <p>5.3 Listen attentively and understand more complex phrases and sentences</p>	<ul style="list-style-type: none"> Express likes and dislikes Use the known phrases <i>J'aime</i> and <i>Je n'aime pas</i> in a new context Use adjectives to express simple opinions Identify a short spoken text by matching written phrases and sentences to what they hear Recognise how some aspects of music may be specific to a country or culture Put a conversation into the correct sequence Use rhythm as an aid to memorization 	<p><i>un saxophone</i> a saxophone</p> <p><i>saxophone</i></p> <p><i>un piano</i> a piano</p> <p><i>un violon</i> a violin</p> <p><i>une guitare</i> a guitar</p> <p><i>une clarinette</i> a clarinet</p> <p><i>une trompette</i> a trumpet</p> <p><i>la batterie</i> the drums</p> <p><i>Je vais jouer du ... / de la ...</i> I am going to play the..</p> <p><i>Je vais chanter</i> I am going to sing</p> <p><i>C'est génial!</i> It's brilliant!</p> <p><i>C'est nul/affreux/ennuyeux!</i></p>	<ul style="list-style-type: none"> Join in a short conversation, asking and answering questions Perform a rap with confidence and clarity

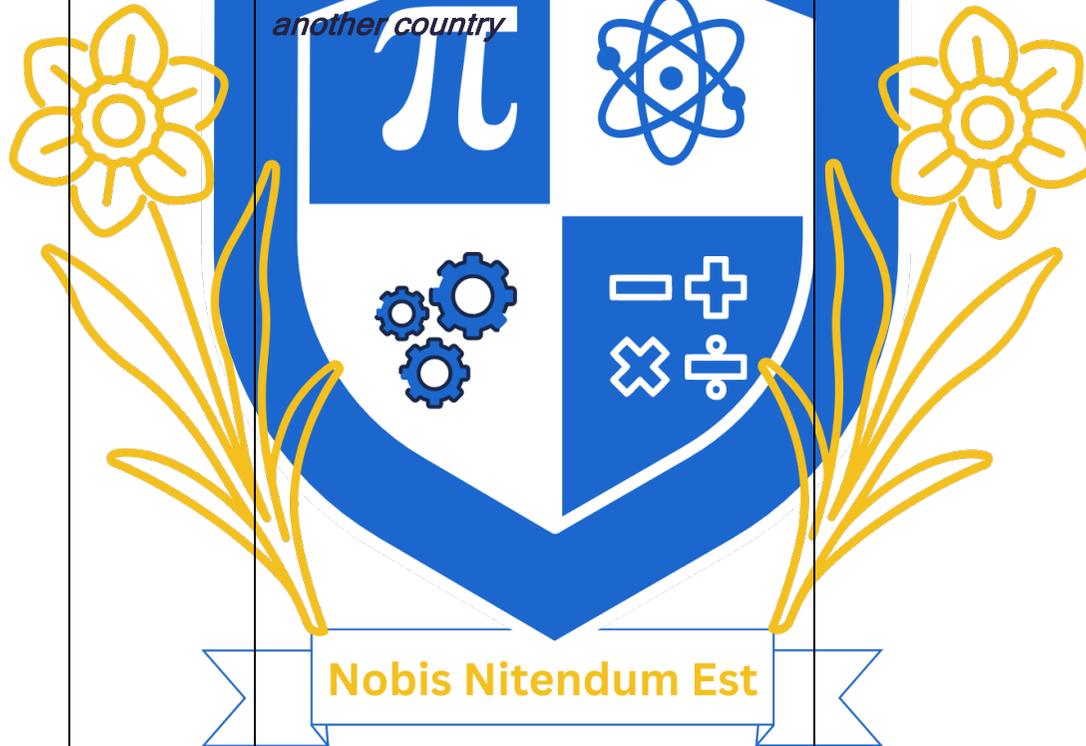
	<ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. • 5.4 Prepare a short presentation on a familiar topic • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. <p><i>L5.3 To write words, phrases and short sentences using a reference KAL To understand and use negatives</i></p> <p><i>LLS To use a dictionary or a word list</i></p> <p><i>L5.2 To make simple sentences and short texts</i></p> <p><i>LL5.3 To compare symbols, objects or products which represent their own culture with those of another country</i></p>	<ul style="list-style-type: none"> • Join in a short conversation, asking and answering questions • Recall words, phrases and sentences to perform a rap • Perform a rap with confidence And clarity 	<p>It's rubbish/awful/boring!</p> <p><i>la musique jazz</i> jazz music</p> <p><i>la musique reggae</i> reggae music</p> <p><i>la musique pop</i> pop music</p> <p><i>la musique classique</i> classical music</p> <p><i>la musique folklorique</i> folk music</p> <p><i>la musique anglaise, française,</i> English, French,</p> <p><i>africaine</i> African music</p>	
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		<i>LLS To integrate new language into previously learnt language</i>		
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#2)	<p>En route pour l'école (QCA 15)</p> <p>On the way to school</p> <p>The alphabet</p> <p>Places in the locality</p> <p>Directions</p>	<p>○ 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language <p>○ 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions <p><i>L5.1 Re-read frequently a variety of short texts</i></p> <p><i>L5.2 Make simple sentences and short texts</i></p> <p><i>L5.3 To write words, phrases and short sentences using a reference</i></p>	<ul style="list-style-type: none"> • pick out key words when listening to a short text • read and understand a selection of sentences on a familiar topic • use strategies to aid memorisation • identify similarities and differences in journeys to school • recognise if a statement is true or false • pick out key words when listening • identify and pronounce the names of some places in the locality • create oral sentences using picture prompts • understand language that includes unfamiliar phrases • write words, phrases and sentences using a model • combine their language and communication skills to create a short presentation of their journey to school 	<p><i>Il ya there is.../there are</i></p> <p><i>Quand je vais à l'école..when I go to school</i></p> <p><i>Je passé devant I pass in front of</i></p> <p><i>Cinq minutes plus tard 5 mins later</i></p> <p><i>Finalemnt finally</i></p> <p><i>Puis then ensuite next</i></p> <p><i>À droite (to/on the) right</i></p> <p><i>À gauche (to/on the) left</i></p> <p><i>Tout droit straight ahead</i></p>	<ul style="list-style-type: none"> • prepare a presentation about their route to school.

IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

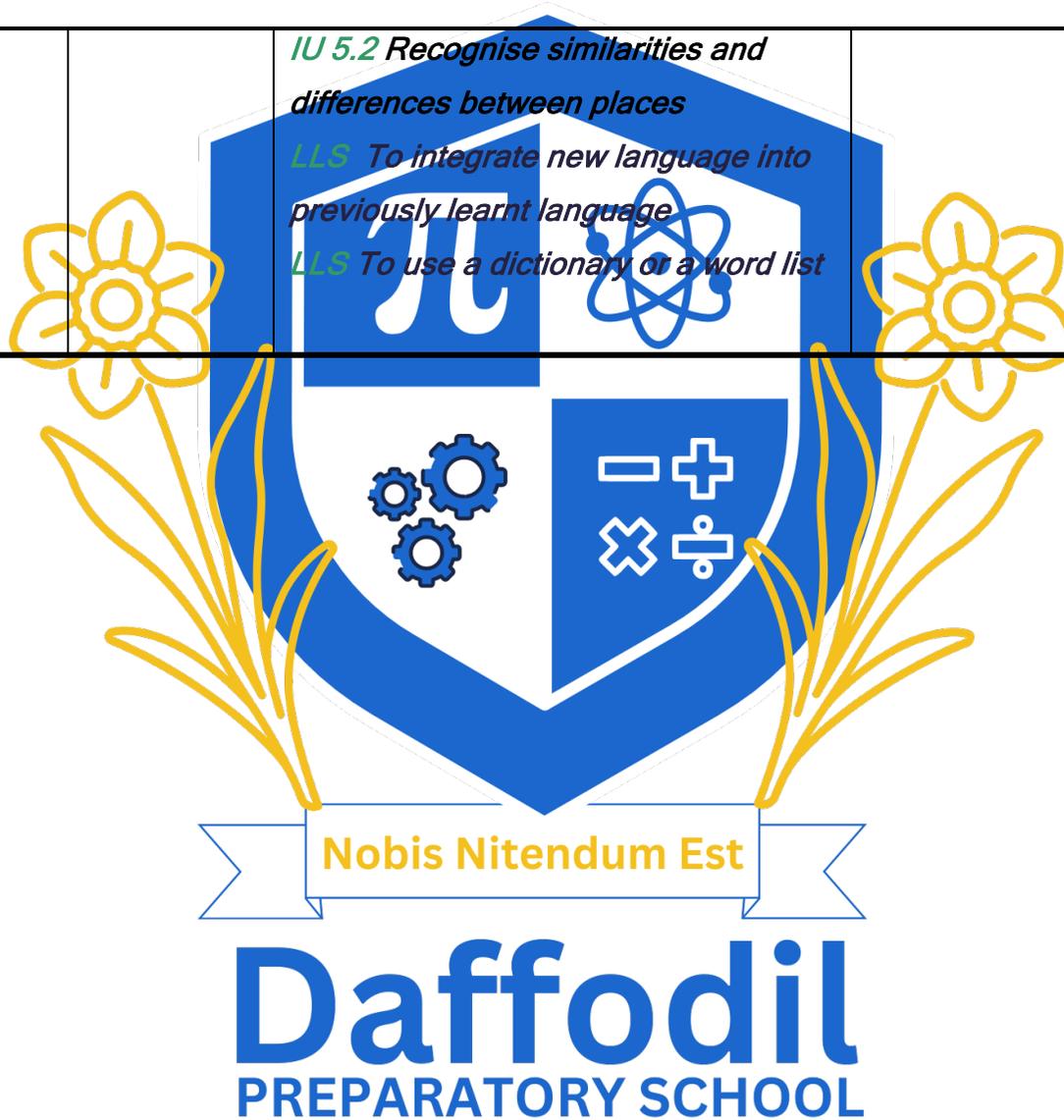


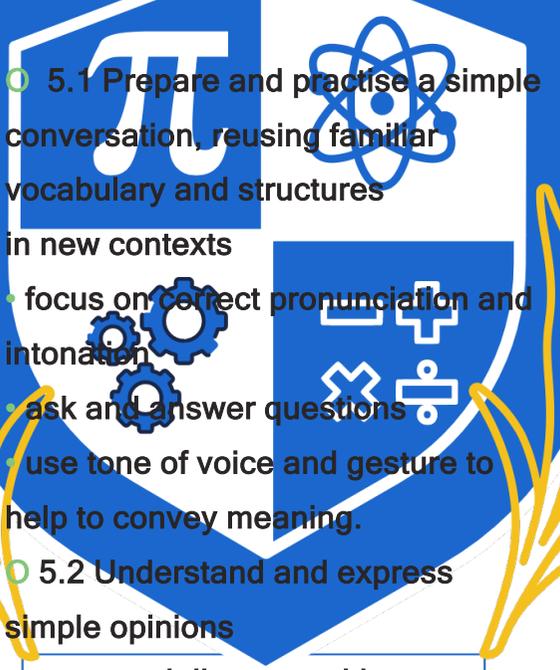
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*Je ne comprends pas /
do not understand
Répétez, s'il vous plait
repeat please
Un magasin a shop
Un café a café
Un muse a museum
Un passafe pour
piétons a pedestrian
crossing
Une poste
Une rivière
Une gare a train
station
Une église a church
Je traverse / cross
Après ça after that*

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#3)	(3) Scene de plage (QCA 16) Responding to a painting Writing and performing a poem	<ul style="list-style-type: none"> 5.2 Understand and express simple opinions agree and disagree with statements understand and express like and dislikes 5.3 Listen attentively and understand more complex phrases and sentences understand the main points from speech which includes unfamiliar language. memorise and present a set of instructions. <p><i>L5.1 Re-read frequently a variety of short texts</i> <i>L5.2 To make simple sentences and short texts</i> <i>L5.3 To write words, phrases and short sentences using a reference</i></p>	<ul style="list-style-type: none"> listen for and correctly identify specific words and phrases use previous knowledge and context to determine the meaning of new vocabulary pronounce short phrases with sufficient accuracy to relay information to others recall, retain and use words, phrases and sentences with increasing accuracy use actions and mime to aid memorization write words, phrases and sentences using a model understand how a simple sentence is written identify features of beaches in the UK and abroad identify key features of a spoken and written text choose words, phrases and sentences for a class poem choose words, phrases and sentences to create a poem 	<p><i>(Le chien) regarde</i> (The dog) is watching <i>(Le bateau) glisse</i> (The boat) is gliding along <i>(La petite fille) dort</i> (The little girl) is sleeping <i>(La dame) brosse (les cheveux)</i> (The lady) is brushing (the little <i>de la petite fille</i>) girl's hair <i>C'est ...</i> It is ... <i>Ce n'est pas ...</i> It is not ... (Instructions are given in the familiar/singular form) <i>prends</i> take <i>ajoute</i> add <i>mélange</i> mix <i>décore</i> decorate <i>laisse</i> leave <i>le sable</i> the sand <i>le ciel</i> the sky <i>le bateau</i> the boat <i>la plage</i> the beach <i>la mer</i> the sea <i>une baie</i> a bay <i>une falaise</i> a cliff</p>	<ul style="list-style-type: none"> read their poetry to an audience

	<p><i>IU 5.2 Recognise similarities and differences between places</i></p> <p><i>LLS To integrate new language into previously learnt language</i></p> <p><i>LLS To use a dictionary or a word list</i></p>		<p><i>une grotte a cave</i></p> <p><i>des coquillages (m plural) shells</i></p> <p><i>des rochers (m plural) rocks</i></p> <p><i>des cailloux (m plural) pebbles</i></p>	
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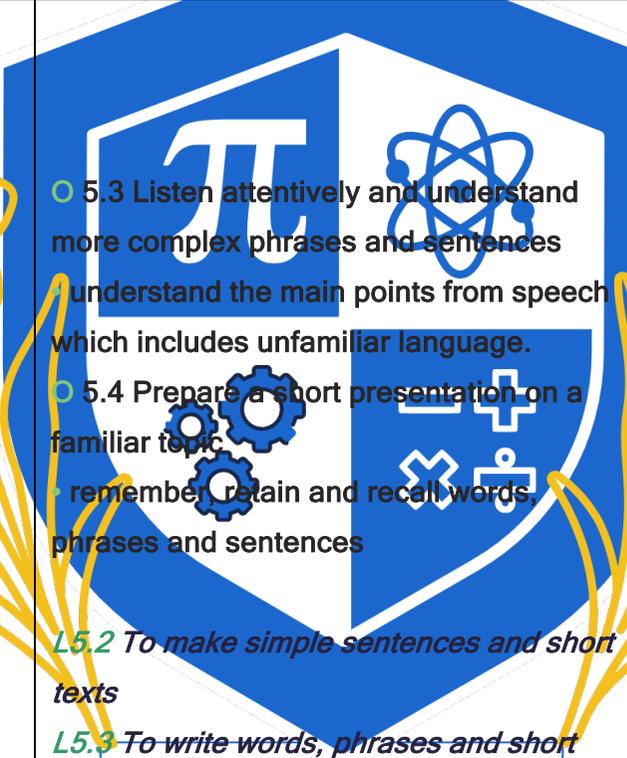


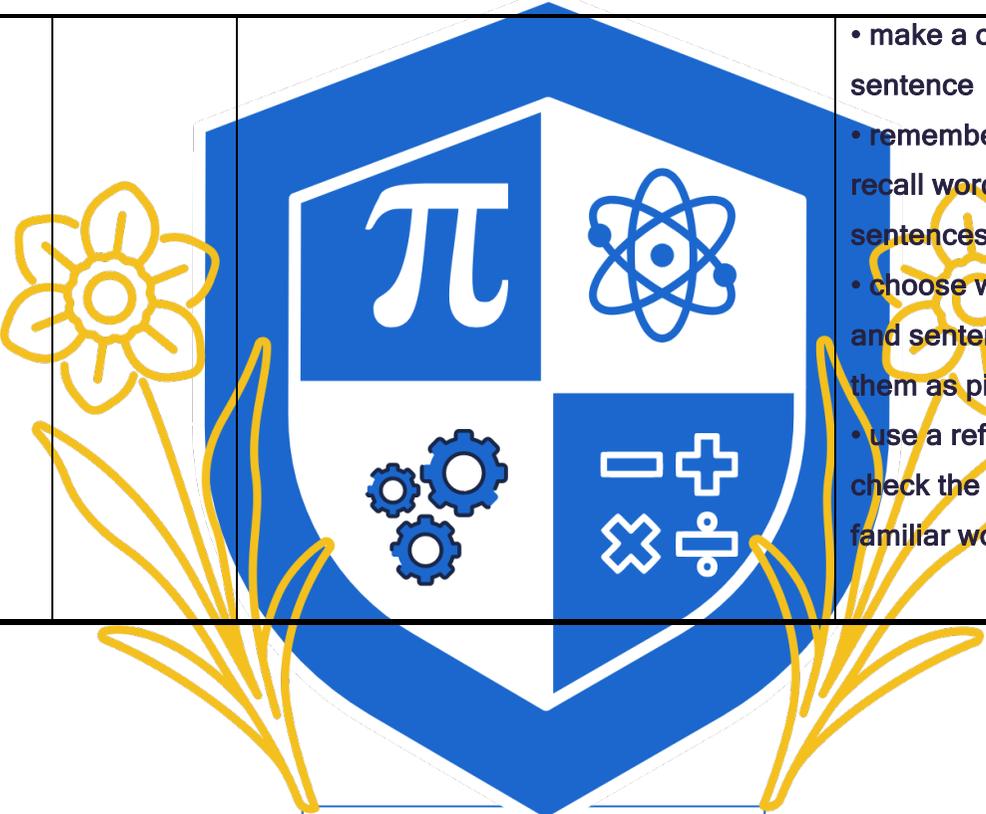
Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#4)	<p>(4) Le Retour du Printemps (QCA 17) Responding to a poem Responding to a Greek myth</p> <p>Linked to Tout le monde level 4 module 2 for seasons</p>	 <p>5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> focus on correct pronunciation and intonation ask and answer questions use tone of voice and gesture to help to convey meaning. <p>5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> agree and disagree with statements understand and express like and dislikes. <p>5.3 Listen attentively and understand more complex phrases and sentences</p>	<ul style="list-style-type: none"> pick out key words when listening to a song remember how to write the date create sentences linking months to seasons pick out detail from spoken sentences build sentences about an event in the past using text cards identify key features of a spoken and written text choose words, phrases and sentences for a class poem understand expressions of like and dislike select adjectives to describe seasons 	<p><i>l'hiver</i> (m) winter <i>le printemps</i> spring <i>l'été</i> (m) summer <i>l'automne</i> (m) autumn <i>au printemps</i> in spring <i>en été/automne/hiver</i> in summer/autumn/winter <i>Il faisait beau, etc</i> It was good weather, etc <i>clair</i> light <i>sombre</i> dark <i>heureux</i> happy <i>triste</i> sad <i>J'ai visité</i> I visited <i>coloré</i> colourful <i>fade</i> dull <i>agité</i> excited <i>calme</i> calm <i>rigolo</i> funny</p>	<ul style="list-style-type: none"> memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice and gesture to convey meaning Children perform to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the film on their personal space on a learning platform, to

		<ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. • 5.4 Prepare a short presentation on a familiar topic • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. <p><i>L5.1 Re-read frequently a variety of short texts</i></p> <p><i>L5.2 To make simple sentences and short texts</i></p> <p><i>L5.3 To write words, phrases and short sentences using a reference</i></p>	<ul style="list-style-type: none"> • ask and answer questions • memorise a rhyme and repeat this with correct pronunciation and intonation • use tone of voice to help convey meaning • use tone of voice and gesture to convey meaning 	<p><i>sérieux</i> serious</p> <p><i>Viens/Reste chez moi</i></p> <p>Come to / Stay (singular) with me</p> <p><i>Les couleurs sont ...</i></p> <p>The colours are ...</p> <p><i>Tape les mains / les pieds</i> Clap (singular) your hands / tap (singular) your feet</p> <p><i>la prairie</i> the meadow</p> <p><i>l'étang</i> (m) the pond</p> <p><i>un écureuil</i> a squirrel</p> <p><i>une grenouille</i> a frog</p> <p><i>une hirondelle</i> a swallow</p>	<p>celebrate their achievement and to record it as evidence of progress.</p>
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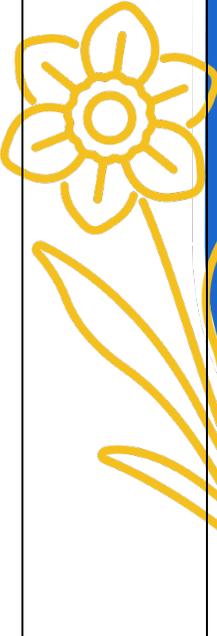
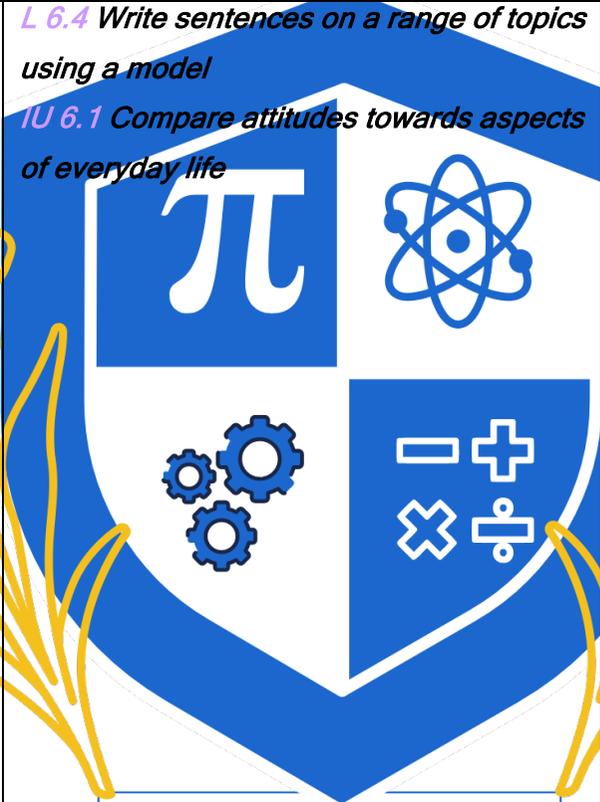
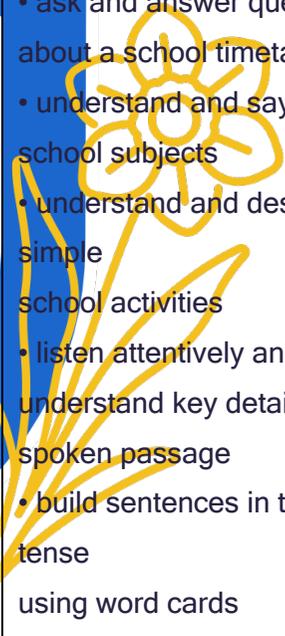
Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#5)	The planets (QCA 18)	 <p> <ul style="list-style-type: none"> 5.3 Listen attentively and understand more complex phrases and sentences understand the main points from speech which includes unfamiliar language. 5.4 Prepare a short presentation on a familiar topic remember, retain and recall words, phrases and sentences </p> <p> <i>L5.2 To make simple sentences and short texts</i> <i>L5.3 To write words, phrases and short sentences using a reference</i> </p>	<p>say new words with accurate pronunciation and intonation</p> <ul style="list-style-type: none"> use clues to help themselves understand and remember new words ask and answer questions about the planets identify word classes write a picture caption to describe a planet understand the main points from speech that contains unfamiliar language ask and answer questions on a given topic make a sentence using word cards and read it aloud 	<p> <i>la Terre</i> the Earth <i>la lune</i> the moon <i>un nom</i> a noun <i>un nom propre</i> a proper noun <i>un adjectif</i> an adjective <i>parce que</i> because <i>elle</i> it (feminine) / she <i>près de ... (près du soleil)</i> near ... (near the sun) <i>loin de ... (loin du soleil)</i> far from ... (far from the sun) <i>assez</i> quite <i>Mercure</i> Mercury <i>Vénus</i> Venus <i>Mars</i> Mars <i>Jupiter</i> Jupiter <i>Saturne</i> Saturn <i>Uranus</i> Uranus <i>Neptune</i> Neptune <i>Pluton</i> Pluto Additional language for teachers <i>Associez/Associe un jour</i> Match (plural/singular) a day <i>à une planète</i> with a planet </p>	<ul style="list-style-type: none"> present their work with confidence and clarity produce a booklet for others to read listen to and read the work of others

		<ul style="list-style-type: none"> • make a compound sentence • remember, retain and recall words, phrases and sentences • choose words, phrases and sentences and write them as picture captions • use a reference source to check the spellings of familiar words 	<p><i>Soulignez/Souligne</i> Underline (plural/singular)</p> <p><i>Décrivez/Décris</i> Describe (plural/singular)</p> <p><i>le diable à ressort</i> the jack-in-the-box <i>ici</i> here</p> <p><i>Je pense à ...</i> I'm thinking of ...</p> <p><i>C'est quelle planète?</i> Which planet is it? <i>Pourquoi?</i> Why?</p> <p><i>Pierre, feuille, ciseaux</i> Stone, Paper, Scissors</p>	
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#6)	<p>Notre école (QCA 19) Our school</p> <ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Telling the time <p>Linked to Tout le monde level 4 module4 school</p>	<p>6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p>	<ul style="list-style-type: none"> • tell the time on the half-hour • recognise similarities and differences in attitudes among children from different cultures • use knowledge of words, text and structure to make sentences about their school • work out meaning using a range of clues • use a dictionary to cross-check English Meanings • write a short text to describe different areas of the school • recognise some similarities and differences between French and English schools • tell the time on the hour, half-hour and quarter-hour 	<ul style="list-style-type: none"> • <i>Il est midi/minuit</i> • <i>Il est une heure et demie / Il est deux heures et demie, etc</i> • <i>Il est deux heures et quart / Il est deux heures moins le quart</i> • <i>Il est quatorze heures trente</i> • <i>le terrain de sport</i> • <i>la salle de classe</i> • <i>la cour</i> • <i>les toilettes (f pl)</i> • <i>la récré</i> • <i>J'ai joué</i> • <i>J'ai parlé</i> • <i>J'ai dansé</i> • <i>J'ai aidé</i> • <i>J'ai travaillé</i> • <i>J'ai chanté</i> • <i>le dessin</i> • <i>le sport</i> • <i>le français</i> • <i>la géographie</i> 	<ul style="list-style-type: none"> • Children present their activity diaries to the rest of the class. • construct short texts in the perfect tense • present information in a variety of ways

<p>vocab and daily routine.</p> 	<p><i>L 6.4 Write sentences on a range of topics using a model</i></p> <p><i>IU 6.1 Compare attitudes towards aspects of everyday life</i></p> 	<ul style="list-style-type: none"> • give information about their school day using times of the day and names of subjects • ask and answer questions about a school timetable • understand and say some school subjects • understand and describe simple school activities • listen attentively and understand key details from a spoken passage • build sentences in the perfect tense <p>using word cards</p> 	<ul style="list-style-type: none"> • <i>la technologie</i> • <i>l'anglais</i> (m) • <i>l'informatique</i> (f) • <i>l'histoire</i> (f) • <i>les sciences</i> (f pl) • <i>les maths</i> (f pl) 	
<p>Nobis Nitendum Est</p>				

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#7)	<p>Notre monde (QCA 20)</p> <p>Our world</p> <p>• A contrasting, French-speaking locality</p> <p>• travel</p> <p>• weather reports</p>	<p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>• listen attentively, re-tell and discuss the main ideas</p> <p>• agree or disagree with statements made about a spoken passage.</p> <p>○ 6.2 Perform to an audience</p> <p>• recite a short piece of narrative either from memory or by reading aloud from text</p> <p>• develop a sketch, role-play or presentation and perform to the class or an assembly.</p> <p>○ 6.3 Understand longer and more complex phrases or sentences</p> <p>• re-tell using familiar language a sequence of events from a spoken passage containing complex sentences</p> <p>• understand and express reasons</p> <p>• understand the gist of</p>	<p>• understand and name the continents</p> <p>• name some countries</p> <p>• are aware of features of a particular area such as weather and animals</p> <p>• understand short written passages about continents</p> <p>• investigate weather in some French speaking African countries</p> <p>• understand and give descriptions of the weather</p> <p>• create a weather report using presentation software</p> <p>• recognise, understand and use</p>	<p><i>l'Europe (f) Europe l'Afrique (f) Africa</i></p> <p><i>Où est ...? Where is ...?</i></p> <p><i>des ... some (indefinite plural)</i></p> <p><i>le matin the morning</i></p> <p><i>l'après-midi (m or f) the afternoon</i></p> <p><i>le Portugal Portugal</i></p> <p><i>le Sénégal Senegal</i></p> <p><i>le Brésil Brazil le Canada Canada</i></p> <p><i>l'Inde (f) India</i></p> <p><i>l'Australie (f) Australia</i></p> <p><i>le Maroc Morocco</i></p> <p><i>le Mali Mali la Guinée Guinea</i></p> <p><i>la Tunisie Tunisia</i></p>	<p>• construct short texts to convey information about a location</p> <p>• present information in a variety of ways</p>

spoken passages containing complex sentences eg descriptions, information, instructions.

O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories

• participate in simple conversations on familiar topics
• describe incidents or tell stories from their own experience, in an audible voice.

L 6.1 Read and understand the main points and some detail from a short written passage

L 6.2 Identify different text types and read short, authentic texts for enjoyment or information

L 6.3 Match sound to sentences and paragraphs

L 6.4 Write sentences on a range of topics using a model

IU 6.3 Present information about an aspect of culture

language about animals and where they live

• recognise masculine and feminine nouns with the indefinite article

• know how to make the plural of the indefinite article

• ask and answer the question *Il y a ... ?*

• read a text and find true and false information

• alter a text appropriately

• create a performance from a written text

• understand and describe key features of a country or place

• ask, respond to and read questions and statements about geographical Features

• understand a description of another country

l'Amérique du Sud (f) South America

l'Amérique du Nord (f) North America

l'Asie (f) Asia

l'Australasie (f) Australasia

le condor the condor

un tigre / des tigres a tiger / tigers

un loup / des loups a wolf / wolves

un serpent / des serpents a snake /

un rat / des rats a rat / rats

un lézard / des lézards a lizard / lizards

une giraffe / des giraffes a giraffe /

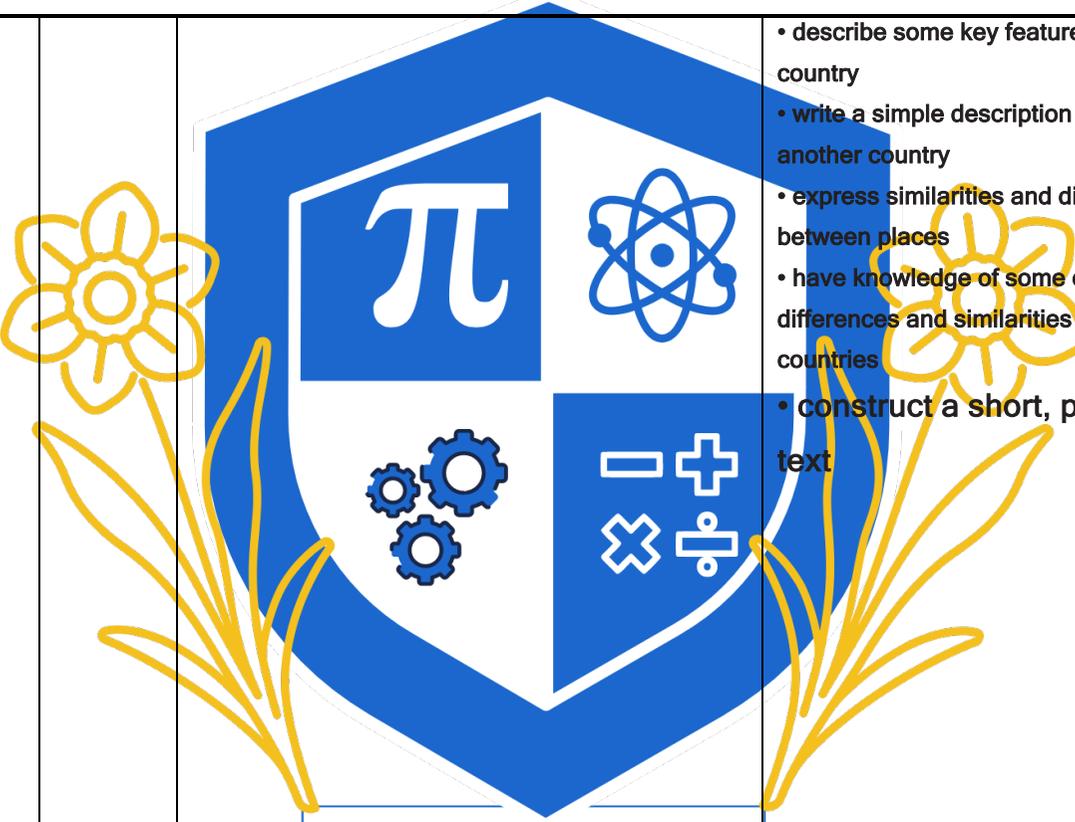
des poules (f) hens

des tortues (f) tortoises

des hirondelles (f) swallows

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	 <p data-bbox="504 1013 940 1061">Nobis Nitendum Est</p>	<ul style="list-style-type: none"> • describe some key features of another country • write a simple description of key features of another country • express similarities and differences between places • have knowledge of some cultural differences and similarities between countries • construct a short, persuasive text 	<p><i>un volcan / des volcans a volcano /</i></p> <p><i>un désert / des déserts a desert /</i></p> <p><i>un glacier / des glaciers a glacier /</i></p> <p><i>une montagne / des montagnes a mountain / mountains</i></p> <p><i>une vallée / des vallées a valley / valleys des mers (f) seas des savanes (f) savannas des plages (f) beaches</i></p> <p><i>des forêts (f) forests des rivières f) river</i></p>	
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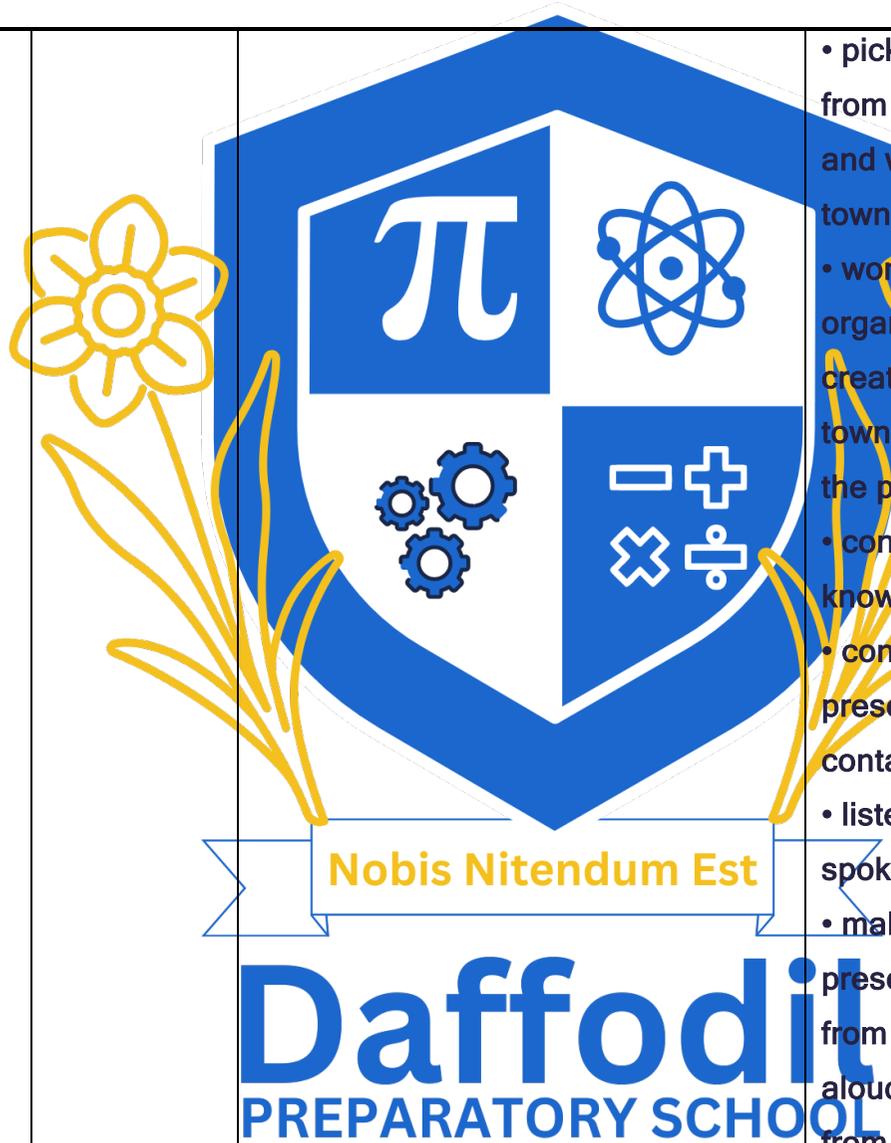
Year 6

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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Le passé et le présent (QCA 22)</p> <p>Then and now</p> <p>• comparison of modern day settlements with those from a period in the past.</p> <p>• descriptions of a town</p>	<p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>○ 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons 	<ul style="list-style-type: none"> • recognise key places in a town • say the names of some places found in a town • ask questions about places in a town • make statements about places in a town • use intonation to add interest to their speech • recall numbers to 39 and multiples of 10 up to 100 • use higher numbers confidently • understand and say the year in French. • understand and write compound statements about a town 	<p>Core language</p> <p><i>le/un supermarché</i> the/a supermarket</p> <p><i>la/une charcuterie</i> the/a delicatessen (meat)</p> <p><i>la/une boulangerie</i> the/a bakery</p> <p><i>la/une boucherie</i> the/a butcher's</p> <p><i>la/une pâtisserie</i> the/a cake shop</p> <p><i>la/une poissonnerie</i> the/a fishmonger</p> <p><i>l'/une épicerie</i> the/a grocer's</p> <p><i>Il y avait ...</i> There was ...</p> <p><i>C'était ...</i> It was ...</p> <p><i>aujourd'hui</i> today</p>	<p>make a short presentation, either from memory or by reading aloud from the text.</p> <p>Give children the opportunity to present their to one another in groups or pairs and to evaluate each other's work.</p>

<ul style="list-style-type: none"> • writing a guide for tourists <p>Linked to Tout le monde level 3 module 1 for places around town and module 4 for numbers</p>	<ul style="list-style-type: none"> • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. ○ 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p><i>L 6.1 Read and understand the main points and some detail from a short written passage</i></p> <p><i>L 6.3 Match sound to sentences and paragraphs</i></p> <p><i>L 6.4 Write sentences on a range of topics using a model</i></p> <p><i>IU 6.1 Compare attitudes towards aspects of everyday life</i></p> <p><i>IU 6.3 Present information about an aspect of culture</i></p>	<ul style="list-style-type: none"> • understand and use the third person singular of <i>avoir</i> in the past and present tenses use language learning strategies and knowledge about language to understand a written text • recognise and practise masculine and feminine agreements of adjectives • recognise and understand the third person singular of the verb <i>être</i> in the past tense • understand and use <i>beaucoup de</i> and <i>peu de</i> in sentences 	<p><i>soixante-et-onze, 71, 72, 73, etc</i></p> <p><i>soixante-douze, soixante-treize, etc</i></p> <p><i>quatre-vingt-un, 81, 82, 83, etc</i></p> <p><i>quatre-vingt-deux, quatre-vingt-trois, etc</i></p> <p><i>quatre-vingt-onze, 91, 92, 93, etc</i></p> <p><i>quatre-vingt-douze, quatre-vingt-treize, etc</i></p> <p><i>mille</i> thousand</p> <p><i>beaucoup de</i> a lot (of)</p> <p><i>peu de</i> few</p> <p>Additional language for this unit</p> <p><i>animé(e)</i> lively (m/f)</p> <p><i>calme</i> calm</p> <p><i>beau/belle</i> beautiful (m/f)</p> <p><i>moderne</i> modern</p>	
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- pick out the main points from spoken and written texts about a town
- work in a group to organise and create a leaflet about their town in the past
- consolidate new and known language
- construct a short presentation that contains descriptions
- listen attentively to a spoken passage
- make a short presentation, either from memory or by reading aloud from the text

vieux/vieille old (m/f)

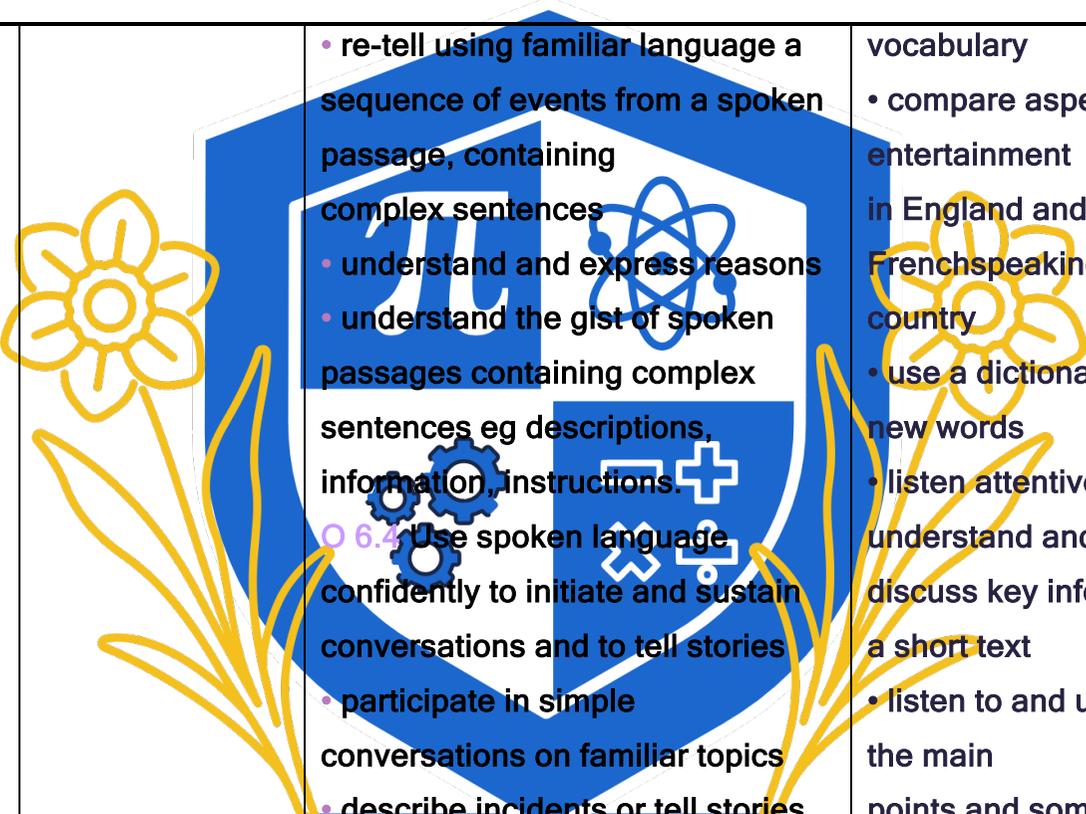
moche ugly

Additional language for teachers

Il n'y avait pas de ... There wasn't/weren't any ...

Il/elle est né(e) en He/she was born in ...

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Au parc d'attractions (QCA 23)</p> <p>At the theme park</p> <ul style="list-style-type: none"> • Entertainment • Money 	<p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>○ 6.3 Understand longer and more complex phrases or sentences</p>	<ul style="list-style-type: none"> • understand and say numbers 50 to 100 • ask the price of a theme park ride • understand and say a price in euros • take part in a short role play • provide written information using a simple planning sheet • express a preference using <i>c'était</i> • build compound sentences using <i>parce que</i> • devise strategies for learning new 	<p>Core language</p> <p><i>un parc d'attractions</i> a theme park</p> <p><i>passionnant</i> exciting</p> <p><i>terrifiant</i> frightening</p> <p><i>rapide</i> fast</p> <p><i>sensationnel</i> amazing</p> <p><i>marrant</i> funny</p> <p><i>Je suis allé (m); Je suis allée (f)</i> I went</p> <p><i>J'ai pris le train fantôme</i> I went for a ride on the ghost train</p> <p><i>J'ai vu ...</i> I saw ...</p> <p><i>J'ai entendu ...</i> I heard ...</p> <p>Additional language for this unit</p> <p><i>le grand huit</i> the rollercoaster</p>	<ul style="list-style-type: none"> • make a presentation to an audience or in front of a camera

		<ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>L 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.3 Match sound to sentences and paragraphs</p>	<p>vocabulary</p> <ul style="list-style-type: none"> • compare aspects of entertainment in England and France or a Frenchspeaking country • use a dictionary to find new words • listen attentively, understand and discuss key information in a short text • listen to and understand the main points and some detail from a short spoken passage • reconstitute a paragraph using text cards • read a paragraph aloud with 	<p><i>le carrousel</i> the merry-go-round</p> <p><i>le train fantôme</i> the ghost train</p> <p><i>la grande roue</i> the big wheel</p> <p><i>une entrée pour</i> one ticket for</p> <p><i>taille minimum</i> minimum height</p> <p><i>âge minimum</i> minimum age</p> <p><i>Il faut mesurer ... cm</i> You must be ... cm tall</p> <p><i>Il faut avoir ... ans</i> You must be ... years old</p> <p><i>un squelette</i> a skeleton</p> <p><i>un hibou</i> an owl <i>un loup</i> a wolf</p> <p><i>une porte</i> a door</p> <p><i>des chaînes</i> chains <i>des rats</i> rats</p>	
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
		<i>L 6.4 Write sentences on a range of topics using a model</i>	confidence, enjoyment and expression	<i>On va visiter un parc</i> We are going to visit a	
6	<p>Quoi de neuf? What's in the news? (QCA 24)</p> <p>• celebration and consolidation of learning</p> <p>• Looking at French newspapers.</p>	<p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> recite a short piece of narrative either from memory or by reading aloud from text develop a sketch, role-play or presentation and perform to the class or an assembly. <p>○ 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences understand and express reasons 	<ul style="list-style-type: none"> make comparisons between English and French sources of news recognise a variety of texts in a newspaper apply phonic knowledge to sound out the written word share strategies for coping with new language or challenging texts read and understand opinion phrases recognise the importance of tone of voice when giving an opinion recognise a positive or negative opinion state an opinion use a dictionary to aid comprehension express a spoken opinion about news work as a team to agree on and offer an opinion ask a question to obtain an opinion understand an opinion offered by someone else create a written sentence to describe 	<p>(T) my favourite ride <i>Ça fait ... euros</i> That comes to ...</p> <p><i>la rubrique météo</i> the weather column <i>la rubrique mode</i> the fashion column <i>la rubrique cuisine</i> the cookery column <i>la rubrique sport</i> the sports column <i>C'est intéressant / It is interesting / beau / trop long</i> beautiful / too long <i>car as/since</i> <i>à mon/son avis</i> in my/his/her opinion Additional language for this unit <i>la rubrique actualités</i> the current events column Additional language for teachers <i>le journal / les journaux</i> the newspaper/newspapers <i>un sondage</i> a survey <i>pourquoi?</i> why?</p>	<ul style="list-style-type: none"> present information in a variety of ways

• Writing a newspaper article

• understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.

○ 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories

• participate in simple conversations on familiar topics

• describe incidents or tell stories from their own experience, in an audible voice.

L 6.1 Read and understand the main points and some detail from a short written passage

L 6.2 Identify different text types and read short, authentic texts for enjoyment or information

L 6.3 Match sound to sentences and paragraphs

L 6.4 Write sentences on a range of topics using a model

an opinion

• answer the question 'why?' and give reasons

• talk about their favourite newspaper columns

• read and respond to a text

• listen attentively

• ask and answer questions about personal information

• construct a written presentation or article to give personal information

• apply most words correctly

• present information in a variety of ways

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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6 reception unit	<p>Raconte-moi une histoire! (QCA 9)</p> <p>Responding to a song</p> <p>Giving instructions.</p> <p>Use 'La Belle'</p>	<p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> learn finger rhymes, poems or a non-fiction text learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> listen with care use physical response to show recognition and understanding of specific words and phrases. 	<ul style="list-style-type: none"> Recognise and say key words in a song understand that stories from different cultures may be similar Hear the r sound in French words and phrases Understand and respond to classroom instructions in French Understand that verbs change when giving an order in French Can recognise multiples of 10 up to 100 Respond to multiples of 10 and say them in chorus Recognise adjectives and nouns in French 	<p><i>Regardez</i> Look <i>Répétez</i> Repeat <i>Ecoutez</i> Listen, <i>quarante</i> 40 <i>cinquante</i> 50, <i>soixante</i> 60 <i>soixante-dix</i> 70, <i>quatre-vingts</i> 80 <i>quatre-vingt-dix</i> 90, <i>cent</i> 100 <i>Il/Elle est ...</i> He/She is ... <i>grand/e</i> big (masculine/feminine) <i>petit/e</i> small (m/f) <i>vrai true, faux false</i></p>	<ul style="list-style-type: none"> Tell a story effectively Perform in front of an audience

○ 4.3 Listen for sounds, rhyme and rhythm

- identify specific sounds e.g. rhymes, letters, phonemes, words
- compare different sounds.

- Apply simple agreements to adjectives

- Write simple sentences with support

- Recognise adjectives and nouns in French

- Apply simple agreements to adjectives

- Write simple sentences with support

- Sing a French song and act out the story

- Perform the story in front of an audience

- Recall and describe the agreement between nouns and

- adjectives

le prince the prince

la belle Sleeping

Beauty, *la*

méchante fée the

wicked fairy, *la*

haie d'épines the

hedge of thorns.

Ouvre les yeux

Open your eyes.

Tu dors cent ans

You will sleep for

100 years

charmant/e

charming

méchant/e wicked

Levez-vous Stand

up

Asseyez-vous Sit

down

Levez la main / le

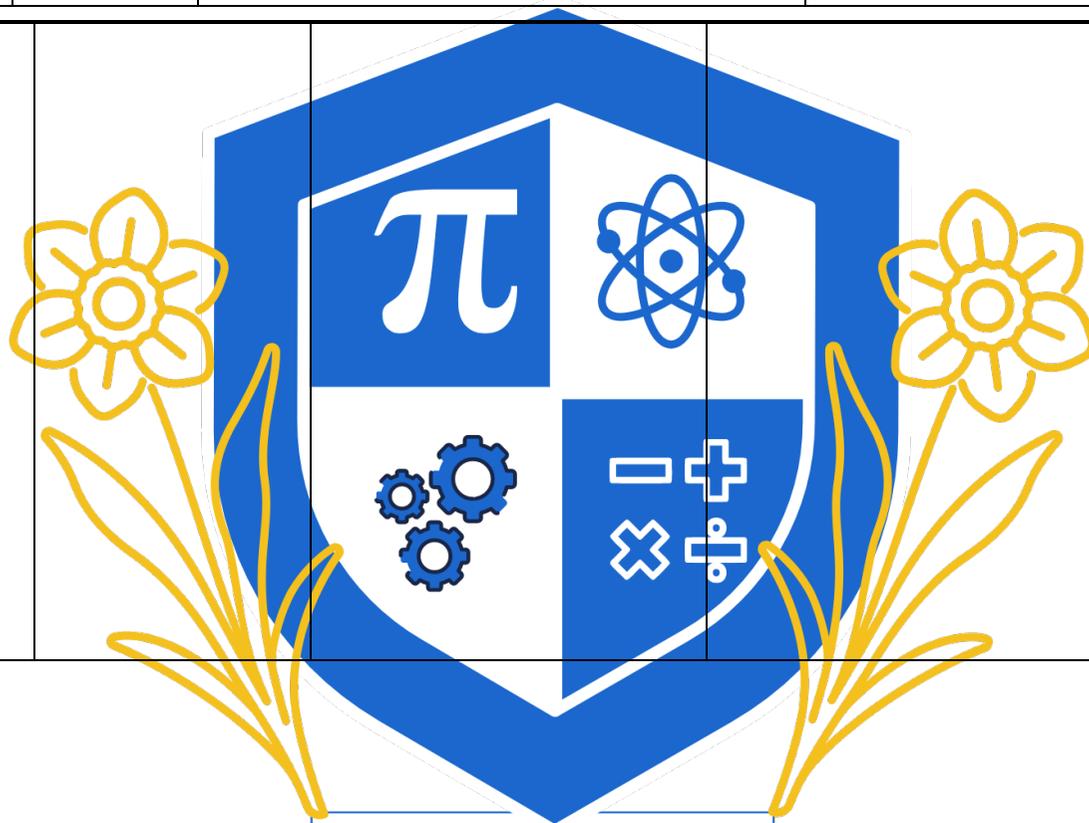
doigt Put your

hand/finger up

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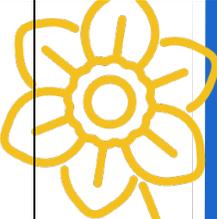
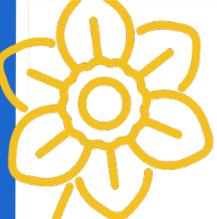
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			<p><i>Taisez-vous/Taisez-toi</i> Be quiet (plural/singular) <i>Prends garde à toi</i> Watch out</p>	



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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6 Recap unit	 <p>Quel temp fait-il? (QCA 12) What's the weather like? Weather clothing</p>	<ul style="list-style-type: none"> ○ 4.1 Memorise and present a short spoken text <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. ○ 4.2 Listen for specific words and phrases <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. ○ 4.3 Listen for sounds, rhyme and rhythm <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. ○ 4.4 Ask and answer questions on several topics 	 <ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they understand • recognise numbers to 40 when someone says them aloud • pronounce numbers to 40 with reasonable accuracy • memorise a rhyme • read and understand a range of familiar written phrases • use their knowledge of grammar to build sentences • understand the main points of a report • give a weather report describing the day, date, weather and appropriate clothing 	<p>Il neige It's snowing Il gèle It's freezing Quand ... il te faut ... When ... you need ... moins minus lundi 5 juin, etc Monday 5th June, etc le 5 juin, etc the 5th June, etc</p> <p>Additional language for this unit un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants gloves des bottes boots des lunettes de soleil sunglasses</p> <p>Additional language for teachers Qu'est-ce qu'il te faut? What do you need? Il fait quelle temperature? What temperature is it? Quelle est la date? What's the date? Voici la météo Here is the weather report aujourd'hui today</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. give a weather report describing the day, date, weather and appropriate clothing

• practise asking and answering questions with a partner

• devise and perform simple role-plays.

L 4.1 Read and understand a range of familiar written phrases

L 4.2 Follow a short familiar text, listening and reading at the same time.

L 4.3 Read some familiar words and phrases aloud and pronounce them accurately.

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Year Group	Unit Title	Oracy Objectives (o) <i>Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)</i>	Learning Outcome	Core Language	End Product
6	<p>Monter un café Creating a café (QCA 21)</p> <p>Drinks, snacks and ice creams.</p> <p>This unit would be best at the end of year 6 as a</p>	<p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> listen attentively, re-tell and discuss the main ideas agree or disagree with statements made about a spoken passage. <p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> recite a short piece of narrative either from memory or by reading aloud from text <p>○ 6.4 Use spoken language confidently to initiate and</p>	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence identify some snacks and drinks from a list and pronounce these with reasonable accuracy use the perfect tense to talk about what a friend has eaten or drunk talk about the significance of cafés in people's lives recall and sing with confidence a song with several verses appreciate some similarities and differences between cultures and culinary traditions develop a role play participate in a conversation talk about prices in euros 	<p><i>un coca</i> a cola <i>un milkshake</i> a milkshake <i>un chocolat chaud</i> a hot chocolate <i>un café</i> a (black) coffee <i>un café au lait</i> a coffee with milk <i>un paquet de chips</i> a packet of crisps <i>une limonade</i> a lemonade <i>une eau minérale</i> a mineral water <i>une tasse de thé</i> a cup of tea <i>une portion de frites</i> a portion of chips <i>une pizza</i> a pizza <i>Il/elle a mangé</i> He/she ate <i>Il/elle a bu</i> He/she drank <i>une glace au chocolat / a chocolat</i>/strawberry/vanilla <i>à la fraise / à la vanille</i> ice cream <i>Je ne comprends pas</i> I don't understand <i>Répétez, s'il vous plaît</i> Can you repeat please? (polite form) <i>un croque-monsieur</i> a toasted cheese and ham sandwich <i>un croque-madame</i> a toasted cheese, ham and egg sandwich <i>une salade niçoise</i> a tuna and egg salad <i>un diabolito menthe</i> a mint cordial with lemonade</p>	<p>Use French for real purposes. Have a French café where children take in turns to be waiters and customers and to order food from a menu. (real food)</p>

celebration of what they have learnt. They can run a café with real food for the opposite class or within classes.

Linked to
Tout le monde
level 4
module 5
for shopping for food

sustain conversations and to tell stories

- participate in simple conversations on familiar topics
- describe incidents or tell stories from their own experience, in an audible voice.

L 6.1 Read and understand the main points and some detail from a short written passage

L 6.2 Identify different text types and read short, authentic texts for enjoyment or information

L 6.3 Match sound to sentences and paragraphs

L 6.4 Write sentences on a range of topics using a model

IU 6.1 Compare attitudes towards aspects of everyday life

DI 6.2 Recognise and understand some of the differences between people

- express an opinion using a complex sentence
- follow a simple recipe
- read aloud from a text
- perform a play with confidence

des moules-frites mussels and chips

une glace au cassis / au citron / a blackcurrant/lemon/toffee/ au caramel / à la framboise / raspberry/pistachio/mint/ à la pistache / à la menthe / apricot ice cream à l'abricot

Additional language for teachers

Qu'est-ce que tu as mangé/ What did you eat/drink

bu hier? yesterday?

Qu'est-ce qu'il/elle a mangé/ What did he/she eat/drink

bu hier? yesterday?

Qu'est-ce qu'il y a au menu? What is on the menu?

les snacks (m) the snacks

les boissons (f) the drinks

les glaces (f) the ice creams

un verre a glass

un litre a litre

une cuillère à soupe a soup spoon

une cuillère à café a teaspoon

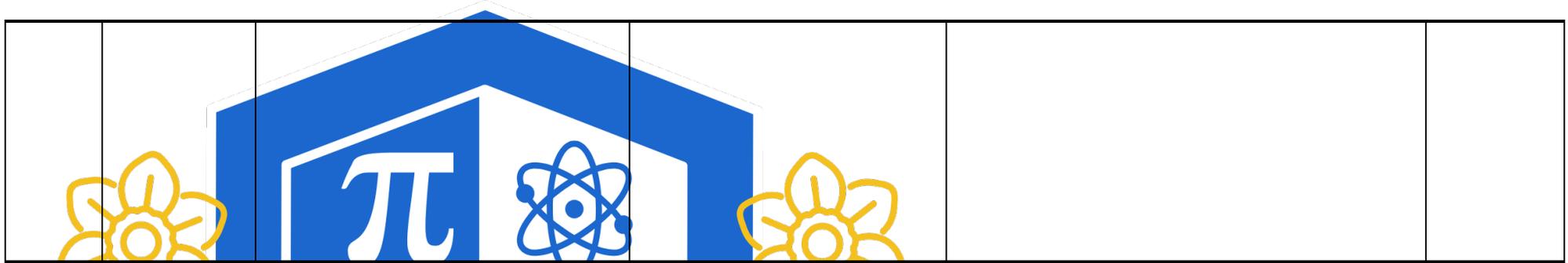
selon le goût according to taste

Dégustez froid Eat or drink chilled

En anglais on dit ... In English we say ...

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Year 6 have 4 new units which have a lot of new vocabulary in them. Because of SATs and other assessments for this year group I have included 3 revision topics from year 4/5, feel free to choose other units to best suit the class. Unit 21 has been put in at the end of the year so that it can be an end of year project for the classes where they run a French Café for their own or opposite class.

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