



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

# Pattishall Knowledge Threads Through the Curriculum

Subject knowledge and disciplinary knowledge (skills)

## KEY STAGE TWO

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH                | Year 3  | Year 4  | Year 5   | Year 6  |
|-----------------------|---|---|--|---|
| <b>Units</b>          | <p>J'apprends le français</p> <p>Les animaux</p> <p>Les instruments</p> <p>Je peux</p> <p>L'ancienne histoire</p>   | <p>Je me presente</p> <p>En famille</p> <p>La maison Tudor</p> <p>Au café</p> <p>En classe</p>  | <p>As tu un animal?</p> <p>Quelle est la date?</p> <p>Quel temp fait-il?</p> <p>Les vetements</p> <p>Les jeux Olympiques</p> <p>Les Romains</p>  | <p>A L'école</p> <p>Le week-end</p> <p>Manger et bouger</p> <p>Les plantes</p> <p>Les habitats</p> <p>Les verbes</p>  |
| <p>Core Knowledge</p> | <p>Locate France, Paris, and a few key cities on a map.</p> <p>Understand the Francophone world better.</p> <p>Ask somebody how they are feeling and what their name is.</p> <p>Say how we are feeling and our names.</p> <p>Count to 10.</p> <p>Read, write, say, and recall ten different colours.</p> <p>Name and recognise up to 10 animals in French.</p> <p>Attempt to spell some of these nouns with their correct indefinite article.</p> <p>Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</p> <p>Name and recognise up to 10 instruments in French.</p> | <p>Count to 20.</p> <p>Ask somebody how they are feeling, their age, name and where they live.</p> <p>Say how we are feeling, how old we are, what our name is and where we live.</p> <p>Apply rules of adjectival agreement when saying our nationality.</p> <p>Remember the nouns for family members in French from memory.</p> <p>Describe our own or a fictitious family in French by name, age and relationship.</p> <p>Count up to 100 in French.</p> <p>Understand possessive adjectives better in French ('my' form only).</p> <p>Listen attentively to key facts from Tudor history in French.</p> <p>Build on previously learnt skills to decode longer spoken and written French language.</p> | <p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in French what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p> <p>Recognise and recall the 12 months of the year in French.</p> <p>Ask what the date is and say the date in French.</p> <p>Ask somebody when their birthday is and say when their own birthday is in French.</p> <p>Recognise and recall the 9 weather expressions in French from memory.</p> <p>Ask what the weather is today and give a reply in French.</p> | <p>Name the subjects we study in school in French with the correct definite article/determiner.</p> <p>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</p> <p>Start to tell the time by learning how to say time by the hour.</p> <p>Say at what time we study certain subjects at school.</p> <p>Tell the time in French using quarter past, half past and quarter to.</p> <p>Say and write in French what we do at the weekend using two or more sentences.</p> <p>Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p> <p>Say and write what we eat and drink to stay healthy.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH              | Year 3  | Year 4  | Year 5  | Year 6   |
|---------------------|---|---|---|--|
| <p><b>Units</b></p> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>   | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>   | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>   |
|                     | <p>Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French.</p> <p>Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with je peux.</p> <p>Name in French, the six key periods of ancient Britain, introduced in chronological order. Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p> | <p>Learn and be able to recall some key Tudor facts from history in French</p> <p>Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.</p> | <p>Describe the weather in France, in French using a weather map with symbols.</p> <p>Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</p> <p>Understand the key facts of the ancient and modern Olympics recounted in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb FAIRE. Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p> | <p>Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French.</p> <p>Name and spell accurately some/all the planets in French on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.</p> <p>Say and write the key elements animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3   | Year 4  | Year 5  | Year 6  |
|--------------|--|---|---|---|
| <b>Units</b> | J'apprends le français<br>Les animaux<br>Les instruments<br>Je peux<br>L'ancienne histoire | Je me presente<br>En famille<br>La maison Tudor<br>Au café<br>En classe | As tu un animal?<br>Quelle est la date?<br>Quel temp fait-il?<br>Les vetements<br>Les jeux Olympiques<br>Les Romains  | A L'école<br>Le week-end<br>Manger et bouger<br>Les plantes<br>Les habitats<br>Les verbes   |
|              |  |   | <p>Understand the key facts of the history of Ancient Rome in French. Say and spell the days of the week in French.</p> <p>Name some/all of the most famous Roman inventions in French.</p> <p>Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</p> | <p>Name an adaptation of each plant and animal mentioned in the unit. To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation.</p> <p>Understand better what personal/subject pronouns are. □ Understand better the concept of verb stems and endings. □ Conjugate easily and with clear understanding regular -er verbs like JOUER. □ Conjugate easily and with clear understanding regular -ir verbs like FINIR. □ Conjugate easily and with clear understanding regular -re verbs like VENDRE.</p> <p>Understand better the concept of verb stems and endings. □ Conjugate easily and with clear understanding irregular verbs like AVOIR. □ Conjugate easily and with clear understanding irregular verbs like ÊTRE. □ Conjugate easily and</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH            | Year 3  | Year 4  | Year 5  | Year 6  |
|-------------------|---|---|---|---|
| <b>Units</b>      | <p>J'apprends le français</p> <p>Les animaux</p> <p>Les instruments</p> <p>Je peux</p> <p>L'ancienne histoire</p>   | <p>Je me presente</p> <p>En famille</p> <p>La maison Tudor</p> <p>Au café</p> <p>En classe</p>  | <p>As tu un animal?</p> <p>Quelle est la date?</p> <p>Quel temp fait-il?</p> <p>Les vetements</p> <p>Les jeux Olympiques</p> <p>Les Romains</p>   | <p>A L'école</p> <p>Le week-end</p> <p>Manger et bouger</p> <p>Les plantes</p> <p>Les habitats</p> <p>Les verbes</p>  |
|                   |   |   |   | <p>with clear understanding irregular verbs like FAIRE. □ Conjugate easily and with clear understanding irregular verbs like ALLER</p>  |
| <b>Vocabulary</b> | <p>'How are you?' in French.</p> <p>Numbers 1-10</p> <p>10 key colours</p> <p>10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb être (je suis = I am).</p> <p>10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. First person conjugation of the verb jouer (je joue).</p> <p>Ten different high frequency verbs linked to common activities. First person conjugation of the modal</p> | <p>Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.</p> <p>Revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are</p> <p>There will be a lot of new language presented in this unit. This is a unit that explores language learning strategies and therefore there is a</p> | <p>Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).</p> <p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.</p> <p>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help</p> | <p>Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? and a variety of justifications to expand the opinion given in reply</p> <p>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end?</p> <p>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3   | Year 4  | Year 5   | Year 6   |
|--------------|--|---|--|--|
| <b>Units</b> | <p>J'apprends le français</p> <p>Les animaux</p> <p>Les instruments</p> <p>Je peux</p> <p>L'ancienne histoire</p>  | <p>Je me presente</p> <p>En famille</p> <p>La maison Tudor</p> <p>Au café</p> <p>En classe</p>  | <p>As tu un animal?</p> <p>Quelle est la date?</p> <p>Quel temp fait-il?</p> <p>Les vetements</p> <p>Les jeux Olympiques</p> <p>Les Romains</p>  | <p>A L'école</p> <p>Le week-end</p> <p>Manger et bouger</p> <p>Les plantes</p> <p>Les habitats</p> <p>Les verbes</p>   |
|              | <p>verb pouvoir, je peux plus ten common infinitive verbs.</p> <p>The six different periods of Ancient Britain in French with a focus on key language from the stone, bronze and iron age.</p> | <p>lot more language in spoken and written form presented.</p> <p>Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'. The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play.</p> <p>11 nouns and articles for common classroom objects, 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have). This is all listed on the Vocabulary Sheet</p> | <p>understand and read a French weather map</p> <p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear.</p> <p>The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form.</p> <p>Key vocabulary taken from the history of Ancient Rome. The 7 days of the week and key phrases on life as a child in Ancient Rome.</p> | <p>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets.</p> <p>Key vocabulary connected to the 5 types of habitats and the 5 animals and plants that live in each habitat. We will also see language for an adaptation for each plant and animal.</p> <p>Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs</p> <p>Personal/subject pronouns will be revisited and the full verb conjugations of the four high frequency verbs</p> |
| Phonics      | <p>OI sound in trois &amp; noir</p> <p>ON sound in marron</p> <p>OU sound in rouge</p> <p>Silent letters.</p>  | <p>IN sound in cinq</p> <p>I sound in huit, dix, Patrick, habite, Paris &amp; suis</p> <p>Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or</p>   | <p>É E È EAU EUX</p> <p>É sound in Cécile</p> <p>E sound in je &amp; de</p> <p>EAU sound in oiseau</p>   | <p>QU sound in informatique &amp; musique</p> <p>Ç sound in français</p> <p>AN sound in anglaise, français, amusant &amp; intéressant</p>  |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH              | Year 3  | Year 4   | Year 5  | Year 6  |
|---------------------|---|--|---|---|
| <p><b>Units</b></p> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>   | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>   | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vêtements<br/>           Les jeux Olympiques<br/>           Les Romains</p>   | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>  |
|                     | <p>The 's' in Paris, appelle, gris and trois, the 't' in comment, violet, vert, and the 'x' in deux. This is often the case when these letters are found at the end of words.<br/>           HOWEVER, there are some rare exceptions where this rule does not apply e.g., the pronunciation of 't' at the end of sept and huit.<br/>           Elision. As seen in comment tu t'appelles ? and je m'appelle. This involves dropping the last letter of a word (in these cases the 'e' in the reflexive pronouns te and me), replacing it with an apostrophe, and attaching it to the word that follows (when it begins with a vowel or mute h). This is generally to facilitate pronunciation. It is not optional in French.<br/><br/>           CH sound in cheval<br/>           OU sound in souris &amp; mouton<br/>           ON sound in cochon &amp; mouton<br/>           OI sound in oiseau</p> | <p>habites. This often happens when 's' is the final consonant in a word. Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.<br/><br/>           IN sound in cinq &amp; cinquante<br/>           I sound in famille, Lisa, Jacqueline, petite &amp; fille<br/>           ILLE sound in famille &amp; fille<br/>           IQUE sound in unique<br/>           Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grandparents, les or parents. Often happens in French.<br/>           Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping</p> | <p>Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' &amp; 'T' are often silent at the end of French words.<br/>           'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.<br/>           Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.<br/><br/>           É E È EAU EUX<br/>           É sound in février, décembre<br/>           E sound in septembre &amp; novembre<br/>           Silent letters. You will hear and see that the 's' is not pronounced in mars and the 't' is not pronounced in est and juillet.</p> | <p>EN sound in sciences<br/>           Silent letters. The children will hear and see that the final 's' is not pronounced in aime, the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.<br/><br/>           QU sound in quelle, informatique &amp; musique<br/>           AN sound in bandes, amusant, intéressant &amp; fatigant<br/>           EN sound in prends &amp; finalement<br/>           Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case</p> |





Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH              | Year 3   | Year 4  | Year 5  | Year 6   |
|---------------------|--|---|---|--|
| <p><b>Units</b></p> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>  | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>   | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>   |
|                     | <p>Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.</p> <p>OU sound in joue<br/>           ON sound in non &amp; violon<br/>           Contractions &amp; Silent letters.<br/>           When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.<br/>           Nasal sounds. Starting to explore the four French nasal sounds (on,</p> | <p>of the last letter of a word (as in the 'e' in me or je) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</p> <p>IN sound in juin &amp; intelligente<br/>           I sound in Henri, civile, avril, cousine &amp; ligne<br/>           ILLE sound in vieille<br/>           IQUE sound in catholique<br/>           Silent letters. You will hear and see that the 's' is not pronounced in Palais, très, mais, roses or épouses.<br/>           The final 's' on words in French is often a silent consonant.</p> <p>IN sound in orangina<br/>           I sound in petit, citron, frites, confiture &amp; biscottes<br/>           Silent letters. The 's' is not pronounced in words like frites, voudrais, prends, jus or biscottes.<br/>           This is often the case with final consonants (in these examples 's') at the end of words in French.</p> | <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi &amp; mercredi. Made from the back of the mouth, not the front.</p> <p>É E È EAU EUX<br/>           E sound in le &amp; de<br/>           EAU sound in beau<br/>           Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans &amp; mauvais and the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.<br/>           Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.</p> <p>É E È EAU EUX<br/>           É sound in écharpe<br/>           E sound in chemise &amp; chemisier<br/>           EAU sound in manteau</p> | <p>when these consonants are the last letters in French words.<br/>           Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p> <p>QU sound in électroniques<br/>           EN sound in promenade<br/>           AN sound in manger, santé, viande &amp; mélangez<br/>           Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.</p> <p>EN sound in centre &amp; seulement<br/>           AN sound in planètes &amp; uranus<br/>           Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et or</p> |





Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3   | Year 4  | Year 5   | Year 6  |
|--------------|--|---|--|---|
| <b>Units</b> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>  | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>  | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>  |
|              | <p>un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon, instruments and piano.</p> <p>CH sound in chanter<br/>           OU sound in écouter<br/>           OI sound in boire<br/>           Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.<br/>           Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger.</p> <p>CH sound in flèche<br/>           OU sound in bijoux<br/>           ON sound in bronze, Anglo-Saxons, maison &amp; ronde<br/>           OI sound in histoire</p> | <p>Nouns, gender, determiners/articles &amp; je voudrais. Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want</p> <p>Recommended phonics focus: I<br/>           IN IQUE ILLE<br/>           I sound in lisez, silence, calculatrice, livre &amp; ciseaux<br/>           Ille sound in taille<br/>           Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters</p> | <p>Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French.<br/>           -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.<br/>           Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.</p> <p>QU Ç GNE EN AN<br/>           QU sound in olympiques &amp; antique<br/>           Ç sound in français<br/>           EN sound in commence, pendant &amp; argent<br/>           AN sound in antique, pendant &amp; grands<br/>           Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT</p> | <p>seulement. These two consonants are often silent when seen at the ends of words in French.<br/>           Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front.</p> <p>QU sound in arctique &amp; queue<br/>           Ç sound in balançant<br/>           EN sound in endroit, parfaitement &amp; seulement<br/>           AN sound in dans, océan &amp; année<br/>           Silent letters. The 's' is not pronounced in planètes, bras, dans and the 't' is not pronounced in et or seulement and 'd' is not heard in chaud. The letters s, x, z, t, d, n and m are normally silent when at the end of a word. □ '-ent' is not pronounced in habitent or poussent. This verb ending when seen on 3rd person plural present tense endings is never pronounced.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3   | Year 4  | Year 5   | Year 6   |
|--------------|--|---|--|--|
| <b>Units</b> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>  | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>  | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>   |
|              | <p>Liaison. The final letter 's' of suis which would normally be silent is pronounced like a letter 'z' as the word suis is followed by a word beginning with a vowel (here a 'u' in un or une). This is called liaison. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in ronde &amp; bronze. Made from the back of the mouth, not the front.</p> | <p>and not pronounced in ciseaux, écoutez, écrivez etc.<br/>           Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</p> | <p>is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string.</p> <p>É E È EAU EUX<br/>           É sound in Rémus, légende &amp; Jésus<br/>           E sound in le &amp; selon<br/>           È sound frère, père, mère &amp; athlètes<br/>           EAU sound in jumeau<br/>           EUX sound in deux &amp; dieux<br/>           Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French.<br/>           Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande.</p> | <p>☐ Silent letters. There are lots of silent letters and silent letter strings in the four high frequency regular verbs used in this unit. The 's' in tu joues &amp; tu finis and je vais ,je fais , tu as and tu fais for example. The letters s, x, z, t, d, n and m, normally silent when at the end of a word, are often pronounced when the next word begins with a vowel.<br/>           ☐ -entin the ils/elles conjugations ils/elles jouent/finissent/vendent is silent. The - ent at the end of a French verb is never pronounced.</p> <p>Silent letters There are lots of silent letters in the four high frequency irregular verbs used in this unit. The 's' in je suis, je vais, je fais, tu as &amp; tu fais for example. The 't' in the il/elle conjugations of faire like il/elle fait. The letters s, x, z, t, d, n and m, normally silent when at the end of a word, are often pronounced when the next word begins with a vowel.<br/>           ☐ Liasion. In nous avons, vous avez, ils/ells ont, vous êtes, nous</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH         | Year 3  | Year 4   | Year 5  | Year 6   |
|----------------|---|--|---|--|
| <b>Units</b>   | <p>J'apprends le français</p> <p>Les animaux</p> <p>Les instruments</p> <p>Je peux</p> <p>L'ancienne histoire</p>   | <p>Je me presente</p> <p>En famille</p> <p>La maison Tudor</p> <p>Au café</p> <p>En classe</p>   | <p>As tu un animal?</p> <p>Quelle est la date?</p> <p>Quel temp fait-il?</p> <p>Les vetements</p> <p>Les jeux Olympiques</p> <p>Les Romains</p>   | <p>A L'école</p> <p>Le week-end</p> <p>Manger et bouger</p> <p>Les plantes</p> <p>Les habitats</p> <p>Les verbes</p>   |
|                |   |  |   | <p>allons, and vous allez., the normally silent 's' is pronounced and almost like a 'z' sound. This is what is referred to as a required liaison. It is not optional!</p>  |
| <p>Reading</p> | <p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images.</p> <p>We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help.</p> <p>Work on improving memory skills. Learning to recognise and learn cognates such as triangle, piano, clarinette first.</p> | <p>Learning to use knowledge of a topic in one language to help decode in another.</p> <p>We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence.</p> <p>Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language.</p> | <p>To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p> <p>To improve decoding longer unfamiliar texts in French using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.</p> | <p>Learning how to extend our sentences, making them longer and more interesting.</p> <p>Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.</p> <p>To work on becoming more familiar and confident using verbs in French. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the je/l form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH                                   | Year 3   | Year 4   | Year 5   | Year 6   |
|--|--|--|--|--|
| <b>Units</b>                             | <p>J'apprends le français<br/> Les animaux<br/> Les instruments<br/> Je peux<br/> L'ancienne histoire</p>  | <p>Je me presente<br/> En famille<br/> La maison Tudor<br/> Au café<br/> En classe</p>   | <p>As tu un animal?<br/> Quelle est la date?<br/> Quel temp fait-il?<br/> Les vêtements<br/> Les jeux Olympiques<br/> Les Romains</p>  | <p>A L'école<br/> Le week-end<br/> Manger et bouger<br/> Les plantes<br/> Les habitats<br/> Les verbes</p>   |
|  | <p>Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with je peux. Being able to create longer sentences. Understanding better je means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary</p> |  | <p>To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read.</p>   |  |
| <p>Speaking &amp; listening / memory</p> | <p>Oral role play</p> <p>Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).</p> <p>Producing a short simple phrase with je suis... plus an animal from memory</p>  | <p>Learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language</p> <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding</p> | <p>To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p> <p>To learn how to formulate the date in French and use this knowledge to say when our birthday is using</p> | <p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic.</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3  | Year 4  | Year 5  | Year 6  |
|--------------|---|---|---|---|
| <b>Units</b> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p> | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>   | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>  |
|              | <p>Recalling from memory in oral and written form je joue plus the partitive article/determiner and an instrument.</p>                            | <p>better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p> <p>To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language.</p> <p>To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.</p> | <p>days of the week, months of the year and numbers 1-31.</p> <p>To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p> <p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.</p> | <p>whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using conjunctions. Creating longer more interesting replies including an opinion.</p> <p>To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH         | Year 3   | Year 4  | Year 5   | Year 6  |
|----------------|--|---|--|---|
| <b>Units</b>   | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>  | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>  | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>  |
|                |  | <p>Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.</p>  |  | <p>To work on becoming more familiar and confident using verbs in French, understanding that some verbs in French do not follow the same patterns as seen in regular verbs. To start to conjugate irregular verbs from memory paying attention to the many silent letters! Getting used to using more than just the first person singular of a verb (the je/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used for reference</p> |
| <b>Writing</b> | <p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.</p> <p>Starting to build a short phrase in French using personal pronoun (je), conjugated verb 1st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately.</p> | <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving</p> | <p>To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p> <p>To learn how to formulate the date in French and use this knowledge</p> | <p>Learning how to extend our sentences, making them longer and more interesting.</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer</p>  |





Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3  | Year 4  | Year 5   | Year 6  |
|--------------|---|---|--|---|
| <b>Units</b> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>   | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>  | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>  |
|              | <p>Remember enough new language to able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.</p> <p>Write about ourselves saying who we are/where we live/what our main hunting tool.</p> | <p>our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p> <p>Written and/or oral presentation on our/a family.</p> <p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities.</p> | <p>to say when our birthday is using days of the week, months of the year and numbers 1-31.</p> <p>To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p> <p>Improving also our written and spoken French by writing a sequence of sentences including the accurate use of the negative.</p> | <p>and more interesting replies as we will also try to include an opinion.</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using conjunctions. Creating longer more interesting replies including an opinion.</p> <p>To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.</p> <p>To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that live</p> |





Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH         | Year 3  | Year 4  | Year 5  | Year 6   |
|----------------|---|---|---|--|
| <b>Units</b>   | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>   | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vetements<br/>           Les jeux Olympiques<br/>           Les Romains</p>   | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>   |
|                |   |   |   | <p>in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat</p>   |
| <b>Grammar</b> | <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.</p> <p>Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. Using a noun (instrument) with the correct</p> | <p>An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.</p> <p>Nouns, articles/determiners &amp; possessive adjectives. Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.</p> <p>Verbs, adjectives and nouns. Learning to categorise unknown language in a French text by</p> | <p>Indefinite articles, high frequency verbs &amp; negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d'...</p> <p>Ordinal &amp; cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc</p> | <p>Nouns, gender, definite articles &amp; high frequency regular verb étudier. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p> <p>Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH              | Year 3   | Year 4  | Year 5   | Year 6   |
|---------------------|--|---|--|--|
| <p><b>Units</b></p> | <p>J'apprends le français<br/>           Les animaux<br/>           Les instruments<br/>           Je peux<br/>           L'ancienne histoire</p>  | <p>Je me presente<br/>           En famille<br/>           La maison Tudor<br/>           Au café<br/>           En classe</p>  | <p>As tu un animal?<br/>           Quelle est la date?<br/>           Quel temp fait-il?<br/>           Les vêtements<br/>           Les jeux Olympiques<br/>           Les Romains</p>  | <p>A L'école<br/>           Le week-end<br/>           Manger et bouger<br/>           Les plantes<br/>           Les habitats<br/>           Les verbes</p>   |
|                     | <p>definite article and 1st person singular of verb to play (jouer) je joue. Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles le, la and les (l' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.</p> <p>Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.</p> <p>Verbs &amp; elisions/contractions. We will explore the 1st person singular of two high frequency irregular verbs: être, avoir (je suis and j'ai) and one regular verb habiter (j'habite). We will notice that j'ai and j'habite in this unit are contractions.</p> | <p>looking at the role of particular word in a sentence.</p> <p>Nouns, gender, determiners/articles &amp; je voudrais. Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.</p> <p>Nouns, gender, articles/determiners &amp; use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning</p> | <p>Use of il y a &amp; faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation</p> <p>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles &amp; adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.</p> | <p>joining two phrases together and opinions.</p> <p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas &amp; je ne bois pas). Exploring verbs in the imperative form to give instructions.</p> <p>Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun.</p> <p>Verbs. Exploring the two regular '-er' verbs POUSSER and HABITER and in particular the 3rd person conjugation of the two verbs.</p> |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH        | Year 3  | Year 4  | Year 5  | Year 6   |
|---------------|---|---|---|--|
| <b>Units</b>  | <p>J'apprends le français</p> <p>Les animaux</p> <p>Les instruments</p> <p>Je peux</p> <p>L'ancienne histoire</p>   | <p>Je me presente</p> <p>En famille</p> <p>La maison Tudor</p> <p>Au café</p> <p>En classe</p>  | <p>As tu un animal?</p> <p>Quelle est la date?</p> <p>Quel temp fait-il?</p> <p>Les vetements</p> <p>Les jeux Olympiques</p> <p>Les Romains</p>   | <p>A L'école</p> <p>Le week-end</p> <p>Manger et bouger</p> <p>Les plantes</p> <p>Les habitats</p> <p>Les verbes</p>   |
|               | <p>Contractions occur when two or more words combine together and one letter (or more) is removed. Here the 'e' in je to make j'). This is called elision.</p> <p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.</p> | <p>the negative option je n'ai pas de/d'...'('I do not have') in French.</p>  | <p>Adjectival agreement &amp; irregular verb faire. To learn that when saying you play a sport in French, the verb FAIRE is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb FAIRE.</p> <p>Changing sentences from the positive to their negative form using the structure ne...pas de/d'...</p> | <p>Subject pronouns &amp; regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of jouer (to play), finir (to finish) and vendre (to sell).</p> <p>Subject pronouns &amp; irregular verb conjugation. Revision of subject pronouns in French before the introduction of the four most common and high frequency irregular verbs. Full conjugation in present tense of AVOIR (to have), ÊTRE (to be), FAIRE (to do) and ALLER (to go).</p> |
| History       | <p>Cultural awareness of France and French speaking countries:</p> <ul style="list-style-type: none"> <li>300 million people speak French across 5 continents</li> <li>Second most widely learned language after English</li> <li>Fifth most widely spoken language in the world</li> </ul>   | <p>How languages have similarities as well as differences.</p> <p>La maison Tudor:<br/>Link this unit to prior learning in English as well as the history taking place in France at the time.</p> | <p>Les Romains:<br/>Link this unit to prior learning in English as well as the history taking place in France at the time.</p>  |  |
| Modern France | <ul style="list-style-type: none"> <li>France receives 87 million tourists each year</li> </ul>   |   |   |  |



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

| FRENCH       | Year 3  | Year 4   | Year 5  | Year 6   |
|--------------|---|--|---|--|
| <b>Units</b> | <p>J'apprends le français<br/> Les animaux<br/> Les instruments<br/> Je peux<br/> L'ancienne histoire</p>   | <p>Je me presente<br/> En famille<br/> La maison Tudor<br/> Au café<br/> En classe</p> | <p>As tu un animal?<br/> Quelle est la date?<br/> Quel temp fait-il?<br/> Les vetements<br/> Les jeux Olympiques<br/> Les Romains</p> | <p>A L'école<br/> Le week-end<br/> Manger et bouger<br/> Les plantes<br/> Les habitats<br/> Les verbes</p> |
|              | <ul style="list-style-type: none"> <li>• French is the official language of the European Union, NATO, the United Nations, UNESCO and the National Olympic Committee</li> <li>• France is a country of deep cultural capital - with regards to fashion, food, art, literature and music</li> <li>• French is easier for an English speaker to learn as English is derived from French and German, so there are many cognates</li> <li>• Having mastered French, learning Spanish, Italian and Romanian is much easier</li> <li>• French is an analytical language that structures thought and develops critical thinking - which ties into our Golden Thread of Enquiry</li> <li>• French is often described as the language of love. Love is our core value: everything we do is done with love.</li> </ul> <p>Children will be expected to locate France and other French speaking countries on a map.</p> |  |   |  |



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1*

| FRENCH      | Year 3   | Year 4  | Year 5   | Year 6  |
|-------------|--|---|--|---|
| Units       | J'apprends le français<br>Les animaux<br>Les instruments<br>Je peux<br>L'ancienne histoire | Je me presente<br>En famille<br>La maison Tudor<br>Au café<br>En classe | As tu un animal?<br>Quelle est la date?<br>Quel temp fait-il?<br>Les vetements<br>Les jeux Olympiques<br>Les Romains | A L'école<br>Le week-end<br>Manger et bouger<br>Les plantes<br>Les habitats<br>Les verbes |
| Inspiration |  |   |  |   |