"Learning another language is not only learning different words for the same things, but learning another way to think about things"

Flora Lewis

How is this subject taught and why? French is taught weekly which allows recall of and building on prior knowledge over time, which learning theory suggests strengthens over time when compared to 'blocking' units.

Rationale for using a "scheme of learning": Language Angels is used to support staff subject knowledge and pronunciation. As a scheme is provides a suite of teaching resources for every lesson as well as interactive teaching materials. Their aim is to develop the confidence and competence of each child in the foreign language they are learning. Their goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning:

- Speaking
- Listening
- Reading
- Writing
- Grammar

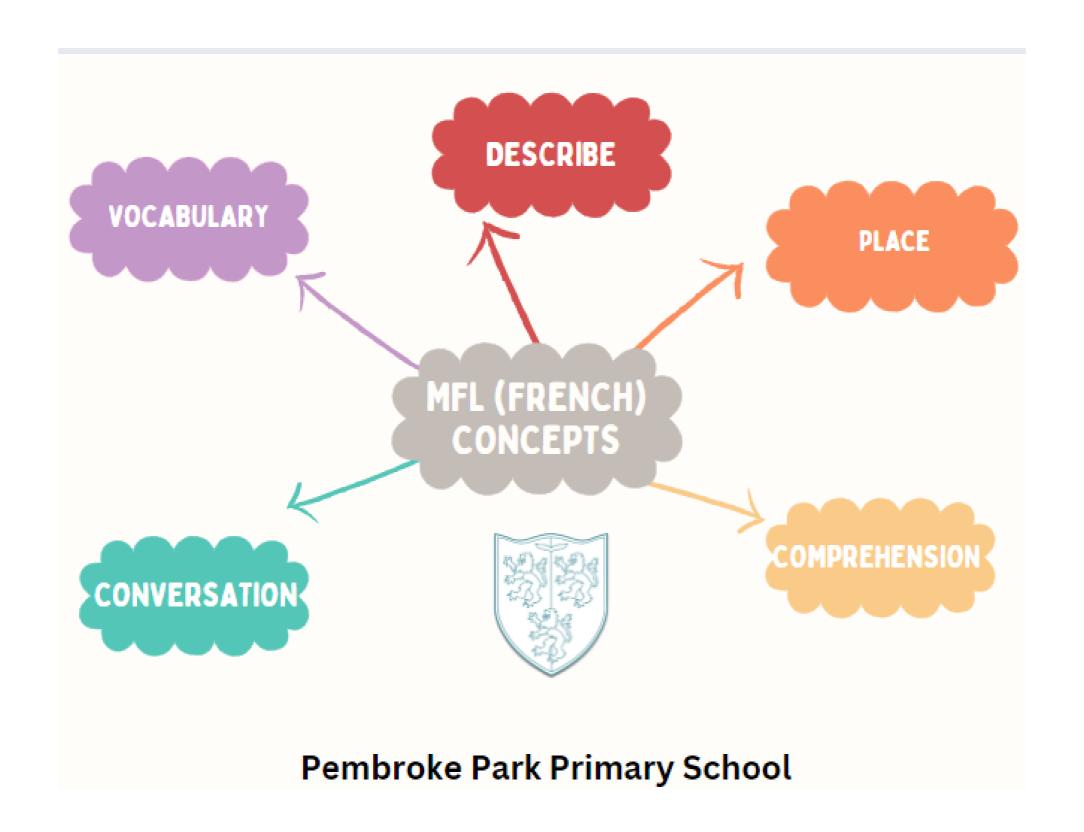
Language Angels whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage

2. The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

- 1. Listen attentively to spoken language and show understanding by joining in and responding.
- 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 6. Present ideas and information orally to a range of audiences.
- 7. Read carefully and show understanding of words, phrases and simple writing.
- 8. Appreciate stories, songs, poems and rhymes in the language.
- 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 11. Describe people, places, things and actions orally and in writing.
- 12. 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.



Adaptations made to the scheme: Children in Years 4 will be learning the Year 3 objectives. Years 5 and 6 will be learning year 4 as there are gaps in learning French from previous years. See long term Plan for the next few academic years. Long term plan 2022 -2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1 & I am Learning	Animals	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom
Y5	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom
Y6	Phonics lesson 1 & seasons	Phonics Lesson 2 & Vegetables	Presenting Myself	Family	My Home	In the classroom

Long Term plan 2023 - 2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1	I am Learning	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & I am learning French	Phonics Lesson 2 & Vegetables	Seasons	Family	My Home	In the classroom
Y5	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats
Y6	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats

Long Term Plan 2024 - 2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3		Phonics lesson 1 & I am Learning	Animals	Musical instruments	Colours & Numbers	Fruits
Y4	Phonics lesson 1 & Presenting Myself	Phonics Lesson 2 & Vegetables	Seasons	Family	My Home	In the classroom
Y5	Phonics Lesson 3 & Do you have a pet?	Weather	The Date	Clothes	At the Cafe	Habitats
Y6	Phonics Lesson 4 & At school	Regular verbs	Irregular verbs	Weekend	Healthy lifestyle	Me in the world

UNIT OVERVIEWS 2023 - 2024

Year 3	
Phonics lesson 1 & I am	Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this unit are: chou on oi
learning	Pinpoint France and other French speaking countries on a map of the world
	Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French
	Ask and answer the question 'What is your name?' in French Count to ten in French Say ten colours in French
Animals	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner.
	Understand better that articles/determiners have more options in French than they do in English.
	Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).
Musical instruments	Recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
	Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.
	Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.
Colours and numbers	Name and recognise up to ten colours in French.
	Count from 1-10 in French.
Fruits	Name and recognise up to 10 fruits in French.
	Attempt to spell some of these nouns
	Ask somebody in French if they like a particular fruit.
	Say what fruits they like and dislike.
Year 4	
Phonics lesson 1 & seasons	Name, recognise and remember all four seasons in French.
	Say which is our favourite season in French.
	Say why it is our favourite season in French.
	Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.
Phonics lesson 2 &	Name, recognise and recall from memory up to 10 vegetables in French.
vegetables	Attempt to spell some of these nouns with their plural article/determiner.
	Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.
Presenting Myself	Count to 20. Ask somebody how they are feeling, their age, name and where they live.
	Say how we are feeling, how old we are, what our name is and where we live. Apply rules of adjectival agreement when saying our nationality.
Family	Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship.
	Count to 70 in French. Understand possessive adjectives better in French ('my' form only)
My Home	Say and write in French whether we live in a house or an apartment.
	Say what room we have and do not have at home using the key structure chez moi il y a and chez moi in n'y a pas de/d'
	Use the connective/conjunction et to link two sentences together.
In The Classroom	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.
	Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack.
Year 5 and 6	
Phonics Lesson 3 & Do you	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back.
have a pet?	Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.
Weather	Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French.
	Describe the weather in France, in French using a weather map with symbols.
The Date	Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.
	Ask and answer what the date is in French. Ask and answer the question 'when is your birthday?' in French.
Clothes	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.
At the Cafe	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'.
Habitats	Say and write the key elements that 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.

Locate France, and a few cities on a map Understand the Francephone world better Ask somebody how they are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we are feeling and what their name is Say how we will see Recommended phonics focus: CH OU ON OI OI sound in trois & noir ON sound in marron OU sound in rouge Silent letters. The 's' in Paris, appelles, gris and trois, the 't' in comment, violet, vert and the 'x' in deux. This is often the case when these letters are at the end of words. However there are some rare occasions where the rule does not apply a gronuncation of 't' at the end of Sept.' To introduce the France, and in rouge Session 2 To say busic greetings To say busic greetings To say busic greetings To ask someone how they are feeling as well as answer the question themselves in French Session 3 To consolidate language from lost week and to learn how to ask and answer the question Comment tu tappelles (What is your name?) in French Session 5 To introduce numbers 1-10 in French with the objective of learning how to say 'my favourite colour is'	Phonics Lesson 1	By the end of this unit we will be able to:					
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Session 5 To introduce colours in French with the objective of learning how to say 'my favourite colour is'					français		
Session 6 To revise language covered so far and to complete the end of unit assessment	Session 5	To introduce colours in French with the objective of learning how to say 'my favourite colour is'					
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Animals	By the end of this unit we will be able to: Name and recongise up to 10 animals in French Attempt to spell some of these nouns with their correct indefinite article/determiner Pretend we are a particular animal using 1st person singular form f the verb etre (to be), je suis (I am) Phonics & pronunciation we will see:						
	Recommended phonics foucs CH OU ON OI CH in cheval OU sounds in souris & mouton ON sounds in cochon & mouton OI sound in oiseau						
	Silent Letters. The 'D' is not pronounces in canard and the last s's is not pronounced in souris						
	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						
	Grammar we will learn & revisit:						
	Nouns, gender, article/determiners and verbs. To learn that nouns in French can have different articles/ determiners based on their gender						
	Learning how to categorise nouns by6 gender (un or une) Introduction of 1st person singular conjugation of the high frequency irregular verb etre (to b) in French						
Session 1	To introduce the unit 'Les animaux'. In this lesson pupils wil learn how to name (with accurate pronunciation) and remember five animals in French						
Session 2	Learn how to name (with accurate pronunciation) and remember 5 more animals with the correct indefinite article/determiner						
Session 3	Onsolidate all ten nouns for animals in French and will start to attempt to spelll these words						

Session 4	Explore and understand better the role of indefinite article/determiner and to understand that there are more indefinite articles in French compared to English	<u>Les animaux</u>
Session 5	To become more familiar wih the 1st person high frequency irregular 'je suis' (I am) from the verb etre (to be)	* ~
Session 6	Revise all language covered so far to complete end of unit assessment	un cheval une souris un cochon un lion un lapin
		un oiseau un mouton une vache un singe un canard

Instruments	By the end of this unit we will be able to: Recognise, recall and spell up to ten instruments in French with the correct definite articles/determiner.	
	Start to understand articles/determines better in French	
Prior Learning Links	Learn to say and write 'I play an instrument' in French using the high frequency 1dt person regu7lar verb 'je joue' (I play) with up to 10 different instruments. Phonics & pronunciation we will see:	
	OU sound in joue ON sound in vibration	
	Contractions & silent letters. When the preposition de is followed by the definite article les becomes des bu the 's' in des is silent.	
	Nasal sounds – starting to explore the Four French sounds '(on, un, in and an). This sound does not exist in English and is made through the nose not the mouth. Words like	ke violin and instrument
	Grammar we will learn & revisit: Nouns, definite article/ determiners and high frequency 'jouer' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular	lar form of the verb 'jouer' (to play) 'je joue' (l play)
	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 le	les (l' not seen inb this unit)
	Learning how to categorise nouns in French by their article/determiner, gender and plurality	
Session 1	To introduce the unit 'Les instruments'. In this lesson pupils will learn how to name (with accurate pronunciation) and remember five instruments in French with the correct definite article/determiner	<u>Les instruments</u>
Session 2	Learn how to name (with accurate pronunciation) and remember five more instruments in French with the correct article/determiner	la trompette la guitare la batterie la flûte à bec la clarinette
Session 3	Consolidate all ten nouns for instrument in French and will start to attempt to spell these words in French	
Session 4	Revise and consolidate all ten instruments' nouns and learn more about the role of articles/determiners in French	la harpe le piano le triangle les cymbales le violon
Session 5	Learn how to conjugate the regular –ER ver 'jouer' (to play) in the first-person singular 'je joue' (I play) and will use this knowledge to form short sentences in French about what instrument they play	
Session 6	Revise all language covered so far and to complete end of unit assessment	

Colours & Numbers	By the end of this unit we will be able to:

	Say 10 common colours in French									
Prior Learning Links Revisiting first unit. Childrne	Count form 1-10 in French									
will have briefly introduced to colours and numbers. This	Phonics & pronunciation we will see:									
unit si a chance to embed that learning.	ON sound in marron									
	OU sound in couleurs & rouge									
	OI sound in noir & trois									
	Silent letters. We will see that the letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French. • Guttural rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front.	'R'. Becoming mor	e familiar with the	French 'r' sound	as seen in					
Session 1	Introduce the unit 'Les coloeurs et les nombres'. In this lesson pupils willl earn how to name and remember the first five colours in French.		Les couleurs e	t les nombre	<u></u>					
		rouge	gris	1 un	6 six					
Session 2	How to say 5 more colours in French	0.0	1000 I	<u></u>	<u> </u>					
		jaune	noir	2 deux	sept					
		2000 blanc	X vert	3 trois	8 huit					
Session 3	Consolidate the words in French for the 10 colours (rouge, jaune, bleu, vert, gris, blanc, violet, orange, marron & noir)	3.21	A.0							
		bleu	violet	4 quatre	9 neuf					
Session 4	Learn how to count form1 –5 in French	orange	marron	5 cinq	10 dix					
Session 5	Consolidate previous learnt language in week 4 and how to count to 10 in French									
Session 6	Consolidate previous learnt language in week 4 and how to count to 10 in French									

Fruits	By the end of this unit we will be able to:
	Name, recongise and remember up to 10 fruits
Prior Learning Links	Attempt to spell some of these nouns
Prior Learning Links	Ask somebody in French if they like a particular fruit
	Say what fruits we like and dislike
	Phonics & pronunciation we will see:
	Recommended phonics focus: CH OU ON OI
	OI sound in poire
	Silent letters. We will see that the letter 's'n is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French
	Grammar we will learn & revisit:
	Liaison. Understanding better liaison is the word to explain what happens with pronunciation when a word that normally ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' is les is
	pronounced in les oranges and les abricots as both those fruits start with a vowel
Session 1	Introduce unit 'Les fruits'
	Pupils will learn hw to name and remember the first 5 fruits in French

Session 2	To Lean, recognise and say 5 more common fruits.	Les fruits
Session 3	To move from singular noun to plural noun and consolidate all tens fruits in French	une pomme une cerise une prune une banane une poire
Session 4	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using J'aime (I like) plus a fruit	
Session 5	Introduced toa negative option @Je n'aime pas' (I do not like) with the extra opportunity to also learn the questi9n "Est-ce que tu aimes? (Do you like?	une fraise une pêche une orange un abricot un kiwi
Session 6	To revise all language covered In this unit and compelte assessment materials	

Year 4

I am learning French	By the end of this unit we will be able to: To locate France, Paris and a few key cities on a map. • Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French
<u>Prior Learning Links</u> Language to ask how somebody is feeling and give a	Phonics & pronunciation we will see: Of sound in trais & pair a CN sound in marron a CN sound in rouge a Silent letters. The 'c' in gris 't' in yert and violet 'c' in blans 'v' in down and the 'c' in trais. There are many silent letters at the end of French words. a Cuttural 'D'
reply. Ten key colours and numbers 1-10.	OI sound in trois & noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) 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
Session 1	introduced to the Francophone world and French as a subject on their curriculum.

		Say hello to your partner. Say hello to your partner. Say hello to your partner.
Session 2	learn how to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?'	Bonjour! Hello! How are you?
Session 3	consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?	3 How are you feeling? 4 Ask your partner what their name is and then tell them what your name is. 5 Say goodbye to your partner. 5 Day goodbye to your partner. A plus tard! Au revoir!
Session 4	recognise, recall and spell numbers 1-10	Ça va mal. Comme ci, See you later! Goodbye!
Session 5	recognise, recall and spell ten different colours with the aim of using this knowledge to say what their favourite colour is by the end of the lesson.	Comme CI, comme ça. My name is See you later! Goodbye!
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.	

Phonics Lesson 2 and	By the end of this unit we will be able to:							
vegetables	In this unit pupils will learn how to:							
	Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article)							
Prior Learning Links The letter sounds (phonics &	Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. 2 Say if they would like one kilo or a half kilo of a particular vegetable or selection of	vegetables.						
phonemes) from 'Phonics & Pronunciation' lesson 1.	Phonics & pronunciation we will see:							
Vocabulary from the 'I Am	CH sound in champignon ON sound in oignon							
Learning French' unit.	Liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by	a noun that starts with a vowel – a normally silent 's' is						
What a noun and article/determiner is in English.	pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines.							
article/determiner is in English.	H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liason. The final 's' in les remains SILENT when used with haricots verts							
	Grammar we will learn & revisit:							
	Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change. Both the noun and definite article/determiner in French change in plural form.							
	does not happen in English.							
Session 1	Recognise, recall and spell five different vegetables with the plural definite article/determiner	<u>Les légumes</u>						
Session 2	recognise, recall and spell a further five different vegetables with the plural definite article/determiner in the foreign language.							
Session 3	consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a kilo of' plus a vegetable.	les tomates les courgettes les petits pois les champignons les pommes de terre						
Session 3 Session 4	consolidate all ten vegetables in the foreign language and will progress to learning how to say 'a kilo of' plus a vegetable. formulate a short phrase in the foreign language using the structure 'I would like' plus a quantity of various vegetables.							

Phonics Lesson 1 and	By the end of this unit we will be able to
seasons	
Prior Learning Links	

-The letter sounds (phonics &	Name, recognise and remember	er all four seasons in French.	Say which is our favourite seasor	n in French.					
phoneme from phonics and pronunciation lesson 1			•						
Vocabulary from the	Say why it is our favourite seas	son in French.	Start to recognise and use the conjunction 'et' (and) in our spoken and written responses						
'j'apprends le francais unit What a	Phonics & pronunciation we w	vill see:							
noun/article/determiner is in English	N sound in saison	OU sound in poussent	OI sound in oiseaux						
	Silent letters. We will start to noften silent letters in French.	notice that there are lots of silent lette	rs in French. For example, we will see tha	t the letter 't' is not pronounced in 'et'	', 'est' and the 'd' is not	pronounced in '	ʻchaud'. Start	ing to notice tha	at final consonants are
	Guttural 'R'. Becoming more fa	amiliar with the French 'r' sound as see	en in hiver, printemps, car and préférée. I	Beginning to notice that this sound is m	nade from the back of th	ne mouth, not th	ne front		
Session 1	Recognise, recall and spell the four diff	ferent seasons in the foreign language.							
Session 2	About what happens in winter and will	l also learn how to say and/or write a short sent	ence about this season.			W	Les s	saisons	APE.
Session 3	Consolidate all knowledge from last les	sson and will progress to learning about what h	appens in spring with the aim of saying and/or writ	ing a short sentence about this season.		l'hiver	le printemps	ľété	l'automne
							(1)	A	ă p ,
Session 4	Consolidate all knowledge from last les	sson and will progress to learning about what h	appens in summer with the aim of saying and/or w	riting a short sentence about this season.		il neige	il fait froid	les fleurs poussent	les oiseaux chantent
Session 5	Consolidate all knowledge from last le	sson and will progress to learning about what h	appens in autumn with the aim of saying and/or wi	iting a chort centence about this season in the fo	oreign language Punils will	NIC		*	
Session 3			what is your favourite season?' in the foreign langua		oreign language. Fapilo will	il y a du soleil	il fait chaud	les arbres perde	ent leurs feuilles
Session 6	Revise and consolidate all language co	vered in the unit and complete the end of unit a	assessment.						
ĺ									

My family	By the end of this unit we will be able to:					
Prior Learning Links The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. • Vocabulary from the 'Early	Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age and relationship. • Count up to 100 in French. • Understand possessive adjectives better in French ('form only). Phonics & pronunciation we will see:	('my'				
Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). • What a verb is in English and be	IN sound in cinq & cinquante • I sound in famille, Lisa, Jacqueline, petite & fille • ILLE sound in famille & fille • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h					
already familiar with the French	Grammar we will learn & revisit:					
high frequency verbs in first person singular form je suis (I am), j'ai (I have, j'habite (I live) and je m'appelle (I am called).	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.					
Session 1	recognise, recall and spell different family members with the correct definite article/determiner					
Session 2	consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' with increasing accuracy.					
Session 3	how to ask and answer the question 'do you have any siblings?'					
Session 4	introduce their own/ fictitious family members. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'.					
Session 5	introduced to numbers 1-70 and will use this knowledge to be able to say how old their own/ fictitious family members are.					

		Ma famille					
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.	la mère	le père	le frère	la sœur		
		la grand-mère	le grand-père	la tante	l'oncle		
My home	By the end of this unit we will be able to:	ı					
Prior Learning Links The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. • Vocabulary from the Early Learning units. • Vocabulary from the 'Je me présente, '' Ma famille' and 'As-tu un animal ?' Intermediate units to be able to present ourselves, talk about our/a family and	Say and write in French whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure chez moi il y a and chez me sentences together. Phonics & pronunciation we will see: E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. The words. • Elision. J'habite. 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 beging pronunciation. It is not optional in French Grammar we will learn & revisit: Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the sentences together. Phonics & pronunciation we will see: E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. The words. • Elision. J'habite. 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 begin pronunciation. It is not optional in French	iese two consona ns with a vowel c	ints are often si or mute 'h'. This	ilent when they are a s is in order to facilita	it the end of ate		
pets	appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure						
Session 1	how to say whether they live in a house or an apartment and where they live based on a choice of five different locations.		88888	Chez moi	1000		
Session 2	consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house	une maison un a	ррагтемент	un salon un bureau	un sous-sol		
Session 3	how to recognise, recall and spell a further five different rooms in the house	en ville	un jardin				
Session 4	revisit negative structures to allow them to say which rooms they do not have in their houses.	au bord de	a campagne un	une salle à mano	une cuisine		
Session 5	encouraged to put all their new language into context by integrating it with previously learnt language including personal details.	12 11121	ns un village	une salle de	bains		
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.						

Prior Learning Links The letter sounds (phonics & 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. phonemes) from 'Phonics & Phonics & pronunciation we will see: Pronunciation' lessons 1 and 2. Vocabulary from the 'Early Ille sound in taille Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. I sound in lisez, silence, calculatrice, livre & ciseaux learning' units. 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 That j'ai means I have and comes from the verb to have avoir in Grammar we will learn & revisit: French.

In the classroom

By the end of this unit we will be able to:

What a noun and article/determiner is in English.	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving de/d'('I do not have') in French.	from revisitin	g j'ai ('I have') to learni	ng the negativ	ve option je n'ai pas
Session 1	recognise, recall and spell seven different classroom items with their indefinite articles/determiners	<u>En classe</u>			
Session 2	recognise, recall and spell a further five different classroom items with their indefinite articles/determiners		un livre		une règle
			un cahier		une calculatrice
Session 3	how to ask and answer the question: 'what is in your pencil case?'		un crayon		une trousse
Session 4	revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit.		un stylo		une gomme
Session 5	revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases.	S.	un taille-crayon		un sac à dos
Session 5			un bâton de colle	2	des ciseaux
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.				
Session 6	revise and consolidate all language covered in the unit and complete the end of unit assessment.		an baron de come	0	

Year 5 & 6

have a pet?						
nave a pet:	now the nouns and indefinite articles for 8 common μ	pets.	Ask somebody if they have a pet and give an answer back.			
It will help if we already know:	ay in French what pet we have/do not have and give o	our pet's name.	Start to use the simple connectives et (and) and mais (but) to make mor	re complex and interesting sentences.		
phonemes) from phonics and pronunciation lessons 1 and 2 and	rhonics & pronunciation we will see: decommended phonics focus: É E È EAU EUX					
vocabulary from the Early Learning units. -Vocabulary from 'Je Me Présente'	sound in Cécile	E sound in je & de				
and 'Ma Famille' unitsThe difference between a definite	AU sound in oiseau	•	n mais or souris and the t is not pronounced in et, chat. 'S' &'T' are often s			
-That nouns in French have gender		•	s or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je	·		
determiner.	LIBIOLIZE II ALVAS A VISCAA. DI DUDINE DI LIIC IASLICILEI DI A WOLA III LIIS CASE LIIC E III ACI AND LEDIACINE IL WILL AL ALVAS ALICI DI LII ALVAS ALICI DI LII ALVAS ALICI DI LII ALICI DILICI DI LII ALICI DI LII ALICI DI LII ALICI DI LII ALICI DI LII A					
In						
j'a	ai, je suis and j'habite. Indefinite articles/determiner	s un and une. Negative structure je n'a	i pas de/d'			
	o introduce the aim of the unit As-tu un animal? (Dondefinite article the word for "a" or "an" in French).	you have a pet?) and learn the eight no	ouns and matching gender articles for the different pets (using the			
Session 2 Co	Consolidation of new 'Pets' vocabulary. Use of "J'ai…"	("I have") plus a pet and we will also	introduce the connective "et" ("and")			
Session 3 Fu	urther development of our French knowledge by intr	oducing, learning and using the structu	re "qui s'appelle…" ("that is called…")			
Session 4 Fu	urther linguistic progress by learning how to use the	negative structure "je n'ai pas de / d'	n			

Session 5	The children will be shown how to link all their new language together and will also be introduced to a new connective "mais" ("but") that they can incorporate into their work.		As-tu ur	The same of the sa	
Session 6	To revise all language covered so far and complete assessment for the unit.	un lapin	un chien	un chat	un oiseau
		un hamster	un poisson rouge	une tortue	une souris

Weather	By the end of this unit we will be able to:		
	Recognise and recall the 9 weather expressions in French from memory.	Ask what the weather is today and give a reply in French.	
rior learning links			
t will help if we already know: The letter sounds (phonics &	Describe the weather in France, in French using a weather map with symbols. Phonics & pronunciation we will see:		
nonemes) from phonics and	Recommended phonics focus: É E È EAU EUX E sound in le & de	EAU sound in beau	
ronunciation essons 1.2 & 3.	Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauva	is and the 't' is not pronounced in fait & vent. These letters are often siler	nt at the ends of words.
Language introduced from Early	Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vov	vel. This is to help pronunciation in French but can make it hard to know v	where one word starts and finishes.
earning units.	Grammar we will learn & revisit:		
-Vocabulary from 'Je Me Présente'	Use of il y a & faire in weather phrases. Learning that often in different languages, like in	n 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 'the
unit (Intermediate), how to say your name, age, where you live and			
nationality.		·	
Session 1	To introduce new unit Quel temps fait-il? Introduce the new vocabulary connected to the	ne weather in French.	Quel temps fait-il?
			Dans le nord de la France
Session 2	To consolidate our work on the weather using PowerPoints and matching pairs game.		Dans le centre
			de la France
Session 3	To use new weather language in a listening exercise integrating days of the week.		Dans l'ouest de
			la France Dans l'est de la France
Session 4	To learn how to read a weather map and describe the weather in different parts of the	country.	Dans le sud de
			il y a un orage il y a du soleil
Session 5	To use all the weather information learnt in this unit to be French weather presenters!		
Caratan C	To action all long control of the co		
Session 6	To revise all language covered so far and complete assessment for the unit.		
			il fait il fait il y a du il fait il fait froid chaud vent beau mauvais
			A. C.
he Date	By the end of this unit we will be able to:		
	Recall from memory the seven days of the week, the twelve months of the year and	numbers 1-31 in French.	
rior learning links	Ask and answer what the date is in French.		
will help if we already know:	Ask and answer the question 'when is your birthday?' in French.		
he letter sounds (phonics &	Phonics & pronunciation we will see:		
phonemes) from phonics and	·	ier & décembre E sound in septembre & novembre	EUX sound in deux.
pronunciation lessons 1 and 2.	recommended phonics rocus. L L L LAO LOX	E 30th in Septembre & novembre	Lon Journa III acan.

Prior learning links It will help if we already know: -The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. -Language introduced from Early Learning units & numbers 1-31. -Vocabulary from 'je me présente' and 'la famille' units (Intermediate), how to say your name, age, where you live and vocabulary for family members.

Recommended phonics focus: É E È EAU EUX É sound in février & décembre E sound in septembre & novembre EUX sound in deux. Silent letters. You will hear and see that the 't' is not pronounced in 'est' and 'juillet'.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the 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/1er).

Session 1 To recognise, recall and spell the seven days of the week in French.

Session 2	To recognise, recall and spell the twelve months of the year in French.	La date
Session 3	To consolidate numbers 1-20 and to introduce numbers 21-31 in French, allowing the children enough knowledge of numbers to say the date in French by the end of the unit.	lundi mardi mercredi weday janvier février mars avril mai juin
Session 4	To consolidate all language taught so far in the unit in order to be able to say the date in French.	jeudi vendredi somedi dimanche Thursday Friday Saturday Sunday
Session 5	To learn how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French.	1 2 3 4 5 6 7 8 9 10
Session 6	To revise all language covered so far and to complete the end of unit assessment	un deux treis quatre cinq six sept huit neuf dix 11 12 13 14 15 16 17 18 19 20 onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt
		21 22 23 24 25 26 27 28 29 30 vingt-et-un vingt-deux vingt-trois vingt-austre vingt-cing vingt-six vingt-sept vingt-huit vingt-neuf trente

Clothes	By the end of this unit we will be able to:		
	Recognise and recall from memory 21 items of clothing.		
rior Learning Links			
will help if we already know: The letter sounds (phonics &	er sounds (phonics &		
honemes) from phonics and ronunciation lessons 1 and 2 an	Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.		
ocabulary from the Early Learnin	Dhonics 9. propunciation we will see:		
nits and in particular colours an	1 Recommended priorites receipt 250 and in condition	EAU sound in manteau	
mple adjectival agreement (nat 'Je Me Présente').	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.		
Inderstand better that nouns ha	and the process of the person plants of the person	tense.	
ender and this has an impact on ords in a sentence – like the spe	I GUITTURAL RE RECOMING MORE FAMILIAR WITH THE FRENCH OF COUNTY AS IN ORANGE FOURE FOR ECHARDE MARKET THE MACK OF THE MOUTH HOT TRONT		
the adjectiveUnderstand bet			
ifferences between definite and	Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of n	ouns will be revisited before the whole verb conjugation of th	
ndefinite articles.	regular 'er' verb PORTER is introduced. Adjectival agreement is also revisited and extended using colours.		
Session 1	To introduce the aim of the unit Les Vêtements and to learn ten new nouns and articles for items of clothing.	Les vêtements	
Session 2	To continue with introduction of the next eleven items of clothing.	un maillot de bain un monteau un pull un tee shirt un chemisier	
Session 3	To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte. To be able to fully conjugate the ER verb - porter	un maillot de bain un manteau un pull un tee shirt un chemisier	
ession 4	To look more closely at adjectival agreement by describing clothes in terms of colour.	un short un pantalon une écharpe une robe une casquette	
Session 5	In this lesson the children will learn more about possessive adjectives in French and apply this knowledge in an activity where they will be packing their suitcase for a		
	holiday, using the items of clothing and the possessive adjective 'my' in French	une chemise une cravate une veste une jupe des gants	
Session 6	To revise all language covered so far and complete assessment for the unit.	des chaussures des chaussettes des collants des bottes des lunettes des sandales	
At the Tea Room	By the end of this unit we will be able to:		
	Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.		
rior Learning Links t will help if we already know:	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'.		
The letter sounds (phonics &	Phonics & pronunciation we will see:		
nonemes) from phonics and	Recommended phonics focus: I IN IQUE ILLE IN sound in orangina		
onunciation lessons 1 and 2.	I sound in petit, citron, frites, confiture & biscottes		
arning units.	siliant latters. The 'c' is not pronounced in words like frites, youdgain, pronds, its or hissottes. This is often the case with final consenants (in these examples 'c') at the end of words in French		
-How to say 'hello', 'goodbye', 'please' and 'thank you' in French. Grammar we will learn & revisit: Nouns, gender, determiners/articles & 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 so 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	•	
Session 1	Introduce the unit Au Café. The aim of the unit is to enable the children to be able to order drinks and snacks in a French café. This lesson will give them the vocabulary in French for ordering drinks.	ch	

Session 2	To revise the new vocabulary from last week and start the presentation of foods that may be ordered for breakfast at a French café.	<u>Au salor</u>	n de thé
Session 3	To revise the new vocabulary from last week and to now integrate the food and drinks together as a café role play.	un croque- monsieur un croissant	une part de quiche au chocolat
Session 4	To complete a class survey and hopefully use the data for numeracy!	un sandwich au un pain au chocolat	une brioche une crêpe
Session 5	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available at a French café.	un sandwich au jambon	une omelette une tartelette
Session 6	To consolidate all the language by creating a real French Café in the class room and completing the 'I can do' grid for the unit.	o Con Karbistor sacro o	une salade

Habitats	By the end of this unit we will be able to:	
	Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats.	
Prior Learning Links	Name an animal and a plant that live and grow in each type of habitat.	
It will help if we already know: -The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2Vocabulary from the Early Learning unitsDifferent strategies on how to decode unknown text from units such as 'Petit Chaperon Rouge', 'Tudors' and/or 'Boucle D'Or'.	Phonics & pronunciation we will see: Recommended phonics focus: É E È EAU EUX É sound in désert & océan E sound in le E Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and grands arbres the 't' is not pronounced in 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 not Grammar we will learn & revisit: Verbs. Exploring the 3rd person conjugation of the verb POUSSER and HABITER, two regular ER verbs.	
Session 1	Introduce the new unit Les Habitats. In this lesson we will: Learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English). Use simple French supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in French.	Les habitats la prairie l'Arctique le lapin l'ours blanc
Session 2	Learn about some of the key habitats in our world. Use graded listening and reading activities to help consolidate the new language we introduce.	la forêt tropicale le désert l'océan le singe araignée le chameau le requin
Session 3	To learn in French which plants grow in specific habitats.	l'eau l'air les buissons les plantes résistantes
Session 4	In this lesson we will: 2 Learn about which animals live in specific habitats and look at some of their adaptations.	
Session 5	Consolidate which animal and which plant lives in a particular habitat. 2 Present to the class on the above.	la nourriture le soleil un abri l les grands arbres les cactus les algues © El MONTE ANGER
Session 6	To consolidate all the language learnt in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a part Complete end of unit assessments.	ticular habitat.

UNIT OVERVIEWS 2024 –2025

Year 3			
Phonics lesson 1 & I am	Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in the	is unit are: chouonoi	
learning	Pinpoint France and other French speaking countries on a map of the world	Ask and answer the question 'How are you?' in French	
Curring	Say 'Hello' and 'Goodbye' in French	Ask and answer the question 'What is your name?' in French	
	Count to ten in French	Say ten colours in French	
Animals	Recognise, recall, and spell up to ten animals in French with their correct indefinite article/de	eterminer.	

	Understand better that articles/determiners have more options in French than they do in		
	Use and become more familiar with the high-frequency 1st person conjugated verb 'je sui		
Musical instruments			
	Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French.		
	Learn to say and write 'I play an instrument' in French using the high frequency 1st person	n regular verb 'je joue' (I play) with up to ten different instruments.	
Colours and numbers	Name and recognise up to ten colours in French.		
	Count from 1-10 in French.		
Fruits	Name and recognise up to 10 fruits in French.	Attempt to spell some of these nouns	
	Ask somebody in French if they like a particular fruit.	Say what fruits they like and dislike.	
Year 4			
Phonics lesson 1 &	Name, recognise and remember all four seasons in French.	Say which is our favourite season in French.	
seasons	Say why it is our favourite season in French.	Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses.	
Phonics lesson 2 &	Name, recognise and recall from memory up to 10 vegetables in French.		
	Attempt to spell some of these nouns with their plural article/determiner.		
vegetables	Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French	h	
Presenting Myself	Count to 20.	Ask somebody how they are feeling, their age, name and where they live.	
Presenting Mysen	Say how we are feeling, how old we are, what our name is and where we live.	Apply rules of adjectival agreement when saying our nationality.	
	Say now we are reening, now old we are, what our name is and where we live.	Apply rules of adjectival agreement when saying our nationality.	
Family	Remember the nouns for family members in French from memory.	Describe our own or a fictitious family in French by name, age, and relationship.	
ı aililiy	Count to 70 in French.	Understand possessive adjectives better in French ('my' form only)	
My Home	Say and write in French whether we live in a house or an apartment.	onderstand possessive adjectives better in French (my Torin Omy)	
My Home	Say what room we have and do not have at home using the key structure chez moi il y a	and chez moi in n'y a nas de/d'	
	Use the connective/conjunction et to link two sentences together.	and onez mornin y a pas acya	
In The Classroom	Recall from memory a selection of nouns and indefinite articles/determiners for twelve co	ammon classroom objects	
III THE Classroom	Learn how to replace an indefinite article/determiner with the appropriate possessive adjusted in the control of the control o		
	Describe what we have and do not have in our pencil case/rucksack.	Economic disc the negative infriench.	
Year 5	Describe what we have and do not have in our pencil case/racksack.		
<u>rear 5</u>			
Phonics Lesson 3 & Do you	Know the nouns and indefinite articles for 8 common pets.	Ask somebody if they have a pet and give an answer back.	
have a pet?	Say in French what pet we have/do not have and give our pet's name.	Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	
Weather	Recognise and recall the 9 weather expressions in French from memory.	Ask what the weather is today and give a reply in French.	
	Describe the weather in France, in French using a weather map with symbols.		
The Date	Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.		
	Ask and answer what the date is in French.	Ask and answer the question 'when is your birthday?' in French.	
Clothes	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		
At the Cafe	Order a selection of typical foods, drinks and snacks from a French menuand order a Fren		
	Perform a simple role play ordering food, drink and/or snacks in a French café using usef	ul language such as' hello', 'can I have', 'the bill please', 'thank you' and 'goodbye'.	
Habitats	Say and write the key elements that 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.		
Year 6			
Phonics Lesson 4 & At school	Name the subjects we study in school in French with the correct definite article/determin	ner.	
	Extend sentences by giving an opinion on the various school subjects and extend even fu		
	Start to tell the time by learning how to say time by the hour.		
	Say at what time we study certain subjects at school.		
	,		
Regular verbs	Understand better what personal/subject pronouns are.		
<u> </u>	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		
Irregular Verbs	Understand better the concept of verb stems and endings.		
mregular verbs	Conjugate easily and with clear understanding irregular verbs like AVOIR.		
	Conjugate easily and with clear understanding irregular verbs like £TRE.		
	Conjugate cashy and with ocal understanding in Equal Verbs like LTNL.		

	Conjugate easily and with clear understanding irregular verbs like FAIRE.	
	Conjugate easily and with clear understanding irregular verbs like ALLER	
Weekend	Tell the time in French using quarter past, half past and quarter to.	
	Say and write in French what we do at the weekend using two or more sentences.	
	Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	
Healthy lifestyle	Say and write what we eat and drink to stay healthy.	
	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.	
Me in the world	Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.	
	Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.	
	Say and write something we do to help the planet.	

Phonics Lesson 4 & At school	By the end of this unit we will be able to:			
	Name the subjects we study in school in French with the correct definite article/determiner.			
Prior Learning Links	Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.			
-The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.	Start to tell the time by learning how to say time by the hour.			
-Language introduced from Early Learning and Intermediate units.	Say at what time we study certain subjects at school. Phonics & pronunciation we will see:			
-How to give our personal details from memory (name, age and where we live).	Recommended phonics focus: QU Ç GNE EN AN QU sound in informatique & musique Ç sound in français AN sound in anglaise, français, amusant & intéressant EN sound in sciences			
,	Silent letters. The children will hear and see that the final 's' is not pronounced in aimes 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.			
	Grammar we will learn & revisit:			
	Nouns, gender, definite articles & 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.			
Session 1	To introduce the aim of the unit À L'École and to introduce the vocabulary for school subjects.			
Session 2	To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.			
Session 3	To revise numbers 1-12 and learn how to tell the time (by the hour) in French.			
Session 4	To consolidate all the language covered so far by learning how to say what time you study a particular subject.			

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	Session 6	To revise all language covered so far and complete assessment for the unit.	

By the end of this unit we will be able to:	
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	
Phonics & pronunciation we will see:	
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 & tu finis and je vais ,je far normally silent when at the end of a word, are often propounced when the pext word begins with a yowel	ais , tu as and tu fais for example. The letters s, x, z, t, d, n and m,
Subject pronouns & 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).	
Introduce the new unit Les Verbes Réguliers.	
Learn/revise in English what a pronoun is.	
Learn what these look like in French.	
Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in French.	
Learn about the three different types of infinitive verb categories in French. –ER, -IR and –RE.	
Use graded writing activities to help consolidate the regular –ER verbs.	
Learn about regular French -IR verbs.	
Use graded writing activities to help consolidate our work with regular French –IR verbs	
Learn about regular French -RE verbs.	
Use graded writing activities to help consolidate our work the regular French -RE verbs.	
To revise all language covered so far and complete assessment for the unit.	
	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 Phonics & pronunciation we will see: 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 & tu finis and je vais .je fin normally silent when at the end of a word, are often pronounced when the next word begins with a vowel. -entin the lis/elles conjugations ils/elles jouent/finissent/vendent is silent. The - ent at the end of a French verb is never pronounced. Grammar we will learn & revisit: Subject pronouns & 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). Introduce the new unit Les Verbes Réguliers. Learn what these look like in French. Learn about the three different types of infinitive verb categories in French. —ER, -IR and —RE. Learn about the different types of infinitive verb categories in French. —ER, -IR and —RE. Learn about tregular French -ER verbs. Use graded writing activities to help consolidate our work with regular French —IR verbs Learn about regular French -IR verbs. Use graded writing activities to help consolidate our work the regular French —RE verbs.

Irregular Verbs	By the end of this unit we will be able to:		
	Understand better the concept of verb stems and endings.		
Prior Learning Links	Conjugate easily and with clear understanding irregular verbs like AVOIR.	Conjugate easily and with clear understanding irregular verbs like ÊTRE.	
-The letter sounds (phonics & phonemes) from phonics and	Conjugate easily and with clear understanding irregular verbs like FAIRE.	Conjugate easily and with clear understanding irregular verbs like ALLER	
pronunciation	Phonics & pronunciation we will see:		
lessons 1, 2, 3 & 4.	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 fais, tu as & tu fais for example. The 't' in the il/elle conjugations of faire like il/elle fait.		
-What a verb means in English.-What a personal /subject	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.		
pronoun is in EnglishWhat is meant by the term 'infinitive'.	Liasion. In nous avons, vous avez, ils/ells ont, vous êtes, nous allons, and vous allez., the normally silent 's' is pronounced and almost like a 'z' sound. This is a what is referred to as a required liaison. It is not optional!		
What is meant by a 'regular'	Grammar we will learn & revisit:		
verb and what this looks like in French (porter from 'Les	Subject pronouns & 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),		
Vêtements' Intermediate unit			
OR Regular Verbs Progressive			
unit).	Loarn/rovice what a propoun is in English		
	Learn/revise what a pronoun is in English. Learn what these look like in French.		
Session 1	Use simple supported listening and reading matching activities to consolidate our new learning and	d improve our knowledge of pronouns in French.	

Session 2	Learn about the French irregular verb ALLER ('to go'). Use graded writing activities to help consolidate our learning of the French irregular verb ALLER.
Session 3	Learn about the French irregular verb AVOIR (to have). Use graded writing activities to help consolidate our learning of the French irregular verb AVOIR.
Session 4	Learn about the French irregular verb ÊTRE ('to be'). Use graded writing activities to help consolidate our learning of the French irregular verb ÊTRE.
Session 5	Learn about the French irregular verb FAIRE ('to do'). Use graded writing activities to help consolidate our learning of the French irregular verb FAIRE.
Session 6	To consolidate all the language learnt in the unit by completing the Irregular Verbs Booklet (provided in your resources pack). Use the Irregular Verbs Booklet to prepare a PowerPoint or oral/written presentation all about French irregular verbs to present back to the class. Use AFL grid (in your resources pack) to assess the different presentations.

Weekend	By the end of this unit we will be able to:			
	Tell the time in French using quarter past, half past and quarter to.			
Prior Learning Links	Say and write in French what we do at the weekend using two or more sentences.			
-The letter sounds (phonics & phonemes) from phonics and	Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.			
pronunciation lessons 1,2 & 3.	Phonics & pronunciation we will see:			
-Language introduced from	Recommended phonics focus: QU Ç GNE EN AN QU sound in quelle, informatique & musique			
Early Learning and Intermediate units.	ANsound in bandes, amusant, intéressant & fatigant ENsound in prends & finalement			
-Time on the hour as	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 when the	se consonants are the last letters in French words.		
presented in the À L'École	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 we	with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is		
Progressive unitHow to give our personal	not optional in French.			
details from memory (name,	Grammar we will learn & revisit:			
age and where we live)	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 joining two phrases together and opinions.			
Session 1	To introduce the aim of the unit Le Week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language			
	needed for telling the time accurately.			
Session 2	To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.			
Session 3	To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.			
Session 4	To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.			
Session 5	To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.			
Session 6	To revise all language covered so far and complete assessment for the unit.			

Healthy lifestyle	By the end of this unit we will be able to:		
	Say and write what we eat and drink to stay healthy.		
Prior Learning Links	Say and write what we do not eat and drink to stay healthy.		
-The letter sounds (phonics &	Say and write the activities we do and do not do to stay in shape including a choice of physical activities.		
phonemes) from phonics and pronunciation lessons 1,2 & 3.	Follow a simple, healthy recipe in French.		
promanoiation (6550115 2)2 & 51	Phonics & pronunciation we will see:		
-Language introduced from a	Recommended phonics focus: QU Ç GNE EN AN		
wide range of Early Learning and Intermediate units.	QU sound in électroniques		
	AN sound in manger, santé, viande & mélangez		
-How to give our personal details from memory (name,	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.		
age and where we live).	Grammar we will learn & revisit:		
,	First person singular conjugation of high frequency verbs, use of the negative & 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 & je ne bois pas).		
-How to tell the time as seen in	Exploring verbs in the imperative form to give instructions.		
'À L'École' & 'Le Week-end'			
	To introduce the aim of the unit Manger et Bouger. The children will improve their range of vocabulary by learning ten new words for healthy foods and drinks in this		
	lesson		

Session 1	
Session 2	To learn ten new words for unhealthy foods in French helping to create wider vocabulary and improve memory skills
Session 3	To consolidate the children's learning of the new vocabulary by using PowerPoint and snap card activities. They will also analyse the grammar rule for the correct use of 'some' in French.
Session 4	To improve their range of vocabulary by learning key phrases for activities they may do to keep fit and using this new language to interview each other in a class survey.
Session 5	To improve their reading skills by learning the instructions for how to follow a healthy recipe in French.
Session 6	To revise all language covered so far and complete assessment for the unit.

Me in the world	By the end of this unit we will be able to:				
	Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.				
Prior Learning Links	Say and write about some key celebrations in the French speak	ing world and some of the differences in terms of geography and historical sites between Paris and Port-	au-Prince.		
-The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.	Say and write something we do to help the planet.				
	Phonics & pronunciation we will see:				
	Recommended phonics focus: QU Ç GNE EN AN	QU sound in quel, qu'est-ce que, quelle & plastique			
-Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).	Ç sound in ça & français	GNE sound in montagnes			
	EN sound in commence, Valentin & environnement	AN sound in dans, Merwan, Canada & franc			
	Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.				
	-ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.				
-How to give our personal details from memory (name,	Grammar we will learn & revisit:				
	Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.				
age and where we live).					
C : 4	T :				
Session 1	To introduce the aim of the unit Moi Dans le Monde ("Me in the world"). This lesson will introduce our four characters and their locations in the Francophone World.				
Session 2	To learn more about a key celebration/festival in each of the fo	our countries we learnt last week.			
	·				
Session 3		two of the characters (Jasmina and Edouard) give more detailed information on two different religious			
	celebrations.				
Session 4	Develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au- Prince (Haiti).				
Session 5	The four characters in this unit will discuss how they are going	to be more responsible global citizens by doing more to protect our planet.			
Session 6	To revise all language covered so far and complete assessment	for the unit.			