

SUBJECT CURRICULUM LONG TERM PLAN

Subject: French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French speaking countries Greetings, goodbyes (French 1 Ch 1)	How are you? (French 1 Ch 2) What's your name? (French 1 Ch 3) Christmas song – 'Vive le vent'	Numbers 0-12 (French 1 Ch 6) How old are you? (French 1 Ch 7)	Family (French 1 Ch 5) Brothers and sisters (French 1 Ch 8)	Do you have a pet? (French 1 Ch 9) Colours (French Ch 10)	Months (French 1 Ch 11) Revision
Year 4	Recap: greetings, introducing yourself and your family, age, pets, colours Numbers 0-31 (French 1 Ch 12)	Months (French 1 Ch 11) Christmas (French 1 Ch 17)	When's your birthday (French 1 Ch 13) Days of the week (French 1 Ch 14)	Today's date (French 1 Ch 15) Weather (French 1 Ch 16)	Where do you live? (French 2 Ch 2.1) Places in town (French 2 Ch 2.2.)	Directions (French 2 Ch 2.3) Revision
Year 5	Recap: greetings, introducing yourself and your family, age, pets, colours, birthday, where you live, days of the week, months At school (French 2 Ch 2.4)	Classroom objects (French 2 Ch 2.5) What's the time? (French 2 Ch 2.6) Christmas song – 'Petit papa Noël'	Weather (French 2 Ch 2.7) Numbers 40-200 (French 2 Ch 2.8)	The Euro (French 2 Ch 2.9) Food and drink - What do you like to eat? (French 2 Ch 2.10)	Enjoy your meal (French 2 Ch 2.11) Ice cream (French 2 Ch 2.12)	Leisure activities (French 2 Ch 2.13) School subjects (French 2 Ch 2.14) Revision
Year 6	Recap: greetings, introducing yourself and your family, age, pets, colours, birthday, where you live, days of the week, months, weather What are you wearing? (French 2 Ch 2.15)	Parts of the body (French 3 Ch 3.2.) Circus school (French 3 Ch 3.3) Christmas song – 'Mon beau sapin'	Mini-beasts (French 3 Ch 3.4) At the zoo (French 3 Ch 3.5)	Morocco (French 3 Ch 3.6) Travel to school (French 3 Ch 3.7)	Four seasons (French 3 Ch 3.8) Past and present (French 3 Ch 3.9)	Out and about (French 3 Ch 3.10) Cinderella (French 3 Ch 3.11) Revision

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	Healthy eating (French 3 Ch 3.1)					
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Subject rationale:

Children at Balfour Primary School are taught French for half an hour each week. We strive to introduce our young learners to a rich language environment in a way that is enjoyable and fun. We embed the skills of speaking, listening, reading and writing which are necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning. It is intended that when children leave us, they will have a natural curiosity and the confidence to explore other countries, cultures and languages, accepting that in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. We follow the 'Early Start French' online scheme to ensure coverage and progression across the school and draw upon native and/or fluent speakers to model the language, where possible. New vocabulary is introduced using games, songs and role-play and units are covered over a number of weeks to allow for lots of repetition and practice. Years 3 and 4 focus primarily on oral skills to build confidence, with a greater emphasis on reading and writing in Years 5 and 6.

Threshold Concepts and Skills:

By the end of Key Stage 2, children should be able 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
- understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

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Rolling out French Curriculum – Plan

	September 2020	September 2021	September 2022	September 2020
Year 3 in Sept 2020	Year 3 Curriculum	Year 4 Curriculum	Year 5 Curriculum	Year 6 Curriculum
Year 4 in Sept 2020	Year 4 Curriculum	Year 5 Curriculum	Year 6 Curriculum	
Year 5 in Sept 2020	Year 4 Curriculum	Year 5 Curriculum		
Year 6 in Sept 2020	Year 5 Curriculum			

Year Group: YR3

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>France, French, Europe, Channel, countries</p> <p>Greetings: (French 1 Ch 1) <i>Salut</i> – hi <i>Bonjour</i> – hello, good morning <i>Bonsoir</i> – good evening <i>Allô</i> – hello (on the phone) <i>monsieur</i> <i>madame</i> <i>mademoiselle</i> <i>les enfants</i></p> <p>Goodbye: <i>Au revoir</i> – goodbye</p>	<p>Year 2 Geography - naming <i>continents</i> and oceans, identifying UK and other countries, locating major features of countries</p>	<p>Geography – identifying French speaking countries</p> <p>Music – learn to sing <i>‘Bonjour monsieur, bonjour madame’</i></p> <p>Art – pupils could draw/paint their own pictures representing e.g. <i>‘salut’</i> <i>‘bonjour’</i> <i>‘bonsoir’</i></p> <p>English – speaking and listening (drama/role-play)</p>	<p>Make comparisons with own country (language and physical gestures)</p> <p>Discuss other countries the children have links to.</p> <p>Talk about manners/social customs</p> <p>Challenge stereotypes – what is another country like?</p>	<p>How are you? (French Ch 2) <i>Ça va?</i> – How are you? <i>ça va</i> – Fine, ok <i>Ça va bien</i> – I’m very well <i>Ça ne va pas</i> – Not good/I’m not well <i>...et toi?</i> – ...and you <i>oui</i> – yes <i>non</i> – no <i>très bien, merci</i> – very well, thank you</p> <p>What’s your name? (French 1 Ch 3) <i>Comment t’appelles-tu?</i> – What’s your name?</p>	<p>Greetings and farewells from Autumn 1</p> <p>Look at key sounds in words – where have we heard them before?</p>	<p>English – asking questions, use of question marks, role-play</p> <p>Music – learn to sing <i>‘Salut, ça va?’</i> & <i>‘Vive le vent’</i></p> <p>RE - discuss the religious origin of the festivals depicted in the film clips</p> <p>Geography - similarities and differences between England and France</p>	<p>Talk about manners/social customs</p> <p>Opportunities to look at cultural festivals through the film clips used in the unit – <i>The ‘Giants’ of Nord-Pas de Calais</i></p> <p>Possible ‘Team Time’ enrichment activity – class to build their own ‘giant’ to represent their community</p> <p>Find out about contemporary</p>

KEY SOUNDS
 Listen to the nasal sounds of...

5 as in *non*
 Heard before in: *bonjour bonsoir*

è as in *bien*
 Heard before in: *demain*

i as in *bien* (hear the 'y' in the middle)

Wa as in *toi*
 heard before in: *bonsoir, au revoir*

Wi as in *oui*
 Heard before in: *bonne nuit*

silent-**s** as in *ça ne va pas*
 Seen before in: *salut*
 (Listen to the native speakers - try to copy these typically French sounds)

[see Talking Dictionary](#)

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<p><i>Bonne journée</i> – have a good day <i>à demain</i> – until tomorrow <i>Bonne nuit</i> – goodnight <i>Salut</i> – bye <i>Merci</i> – thank you</p>		<p>Look at similarities and differences between English and French schools. The French schools in the film do not allow parents to park cars near the school gates – do children think this is a good idea?</p>	<p><i>Je m'appelle</i> – My name is</p> <p>Christmas song – ‘Vive le vent’</p>	<div><div>KEY SOUNDS</div><div>Listen to the sound of ...</div><div>y as in <i>tu, Justine</i> Heard before in: <i>salut</i></div><div>ā as in <i>comment, Alexandre</i> silent-ā as in <i>comment</i></div><div>ā as in <i>je</i> Heard before in: <i>au revoir</i></div><div>ē as in <i>appelle, Alexandre</i> Heard before in: <i>très, merci</i></div><div>3 as in <i>je, Benjamin, Justine, Jérémie</i> Heard before in: <i>bonjour</i></div><div>ē as in <i>Benjamin</i> Heard before in: <i>à demain, bien</i></div><div>t as in <i>Thomas, Catherine</i></div><div>see Talking Dictionary</div></div>	<p>Opportunities to find out about key people who have featured in French History and scientific achievements, e.g. <i>Henri Matisse, Claude Monet, Guillaume le Conquérant, Jeanne d’Arc, Louis XIV, Napoléon Bonaparte, Louis Braille, Louis Pasteur, Marie Curie, Claude-Achille Debussy, Camille Saint-Saëns</i></p>	<p>famous people from France e.g. sporting personalities or pop stars</p> <p>Opportunities to talk about interesting cultural points linked with names</p>
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>			
<p>Children will know how to greet people in a French-speaking country and how to take their leave.</p> <p>The children will know that a language reflects the culture of the people who use it, and that what you say depends on who you are speaking to and when.</p> <div><div>KEY SOUNDS</div><div>Listen and enjoy copying these first typical sounds. We will meet them in other words later.</div><div>5 as in <i>bonjour</i> and <i>bonsoir</i> (listen to native speakers - try to copy the typically French nasal sound.)</div><div>soft-3 as in <i>bonjour</i> Similar to ‘leisure’ in English.</div><div>wa as in <i>bonsoir, mademoiselle</i></div><div>y as in <i>salut</i> Similar to ‘tune’ in English.</div><div>silent-ā as in <i>salut, monsieur</i> Similar to ‘doubt’ in English.</div><div>* Note: phonetic symbols are for teachers ONLY! See ‘Introduction’ for how to use the symbols. This box is not meant as a pronunciation guide - take the film and e-flashcards as a model and refer to the Talking Dictionary</div><div>see Talking Dictionary</div></div>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>The children will know how to have their first real conversation in French. They will be able to respond to the question ‘Ça va?’</p> <p>They will also learn that in French you can turn a simple statement into:</p> <ul style="list-style-type: none">a negative by adding ‘ne’ and ‘pas’a question by the way you say it. <p>The children will understand the question ‘Comment t’appelles-tu?’ They will know how to state their name.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>			

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Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Numbers 0-12 (French 1 Ch 6)</p> <p>zero - 0 un - 1 deux - 2 trois - 3 quatre - 4 cinq - 5 six - 6 sept - 7 huit - 8 neuf - 9 dix - 10 onze - 11 douze - 12 c'est combien? – That's how much? How many? plus/et – add fois – times moins – minus ça fait... - that makes...</p> <p>How old are you? (French 1 Ch 7) Quel âge as-tu? - How old are you? J'ai (8) ans – I'm (8)</p>	<p>'How old are you' builds on 'Numbers 0-12'</p> <p>Link <i>Quel âge as-tu?</i> with previous getting to know people questions <i>Ça va?</i> and <i>Comment t'appelles-tu?</i></p> <p>Look at key sounds in words – where have we heard them before?</p> <div data-bbox="369 794 593 1273"> <p>KEY SOUNDS Listen to the sounds of...</p> <p>œ as in <i>un</i></p> <p>ø as in <i>deux</i></p> <p>wa as in <i>trois, moins</i> heard before in: <i>au revoir, bonsoir</i></p> <p>k as in <i>quatre</i> Heard before in: <i>comment</i></p> <p>ê as in <i>cinq, moins</i> Heard before in: <i>à demain</i></p> <p>wi as in <i>huit</i> Heard before in: <i>bonne nuit</i></p> <p>s as in <i>onze, combien</i> Heard before in: <i>non</i></p> <p>i as in <i>six, huit, dix</i> Heard before in: <i>merci</i></p> <p>y as in <i>plus</i> Heard before in: <i>salut, tu</i></p> <p>as in <i>deux, trois, quatre sept, huit, moins</i> Heard before in: <i>salut</i> (listen to native speakers - try to copy the typically French sounds.) see Talking Dictionary</p> </div>	<p>PE – playing the playground game depicted in the film, count from 1-12 when skipping, bouncing balls etc.</p> <p>Maths – counting forwards and backwards, number recognition, simple addition and subtraction. <i>C'est combien?</i></p> <p>English – asking questions, using question marks</p> <p>Music –learn to sing 'Les nombres 0-12'</p>	<p>Playing <i>Le jeu des petit chevaux</i> board game/dominos/hopscotch/ <i>Quel âge as-tu?</i> board game – turn taking</p> <p>Opportunity to talk with children about when you have to say how old you are, when it affects how much you pay or what you are allowed to do. Why does your age matter?</p> <p>Highlight differences between English and French schools, e.g. In France, children do not start school until the age of 6, but almost all go to nursery from the age of 3.</p>	<p>Family (French 1 Ch 5) mon père – my father ma mère – my mother mon frère – my brother ma sœur – my sister mon grand-père – my grandfather ma grand- mère – my grandmother ma famille – my family pap – dad/daddy maman – mum/mummy papi – grandad/grandpa mamie – granny/grandma le bébé – the baby Voici mon père/ ma mère – Here is my father/mother</p> <p>Brothers and sisters (French 1 Ch 8) un frère, une sœur – a/one brother/sister deux frères/sœurs – two brothers/sisters As-tu des frères et des sœurs? – Have you got brothers and sisters?</p>	<p>Links with: -Autumn 2 turning a simple statement into a negative by adding 'ne' and 'pas' -Spring 1 numbers - Getting to know people questions: <i>Quel âge as-tu? Ça va? Comment t'appelles-tu?</i></p> <p>Previously, the children have learnt to say what their own name is in French. In this unit they will learn how to exchange information about other people's names.</p> <p>Look at key sounds in words – where have we heard them before?</p> <div data-bbox="1388 1157 1612 1492"> <p>KEY SOUNDS Listen to the sound of...</p> <p>œ as in <i>mon, ton</i> Heard before in: <i>bonjour</i></p> <p>è as in <i>mère, père, frère</i> Heard before in: <i>frère, appelle</i></p> <p>œ as in <i>sœur</i> Sounds similar to: <i>monsieur</i></p> <p>ɑ as in <i>grand-père/mère, maman</i> Heard before in: <i>Alexandre</i></p> <p>ə as in <i>le</i> Heard before in: <i>je, au revoir</i></p> <p>i as in <i>famille, papi, mamie</i> Heard before in: <i>merci, voici</i></p> <p>i as in <i>famille</i> Heard before in: <i>bigi, monsieur</i> see Talking Dictionary</p> </div>	<p>PSHE - Opportunities to celebrate the wide diversity in family structures</p> <p>Art opportunities – drawing pictures of families – own and/or fictional</p> <p>Music – learn to sing song 'Bonjour, bonjour...'</p> <p>Maths - opportunities to link with Statistics by carrying out class surveys to find out how many people have different numbers of brothers and sisters, conducting the surveys in French and presenting the results as graphs.</p>	<p>The film clips provide opportunities to highlight that the Britain has a Queen whereas France has a president.</p>


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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Children will know numbers 1-12, after which they will learn to say their ages and how many brothers and sisters they have.</p> <p>They will understand the question 'Quel âge as-tu'? and respond using the numbers 1-12. Swapping information about ages is an important part of any peer group conversation in a foreign language.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Children will begin to know that nouns have a gender in French. Children are prepared for the notion that all French nouns have gender, not just those about people.</p> <p>Children will know how to talk about their and then other people's families.</p> <ul style="list-style-type: none">It is important to note that activities can revolve around imaginary/fictional families so that children do not have to talk about their own circumstances if class teachers feel it is more appropriate. <p>They will understand the question 'As-tu des frères et des soeurs?'</p> <p>They will know how to use their knowledge of numbers to state how many brothers and sisters they have.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>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.</p>	

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Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Do you have a pet? (French 1 Ch 9) <i>As-tu un animal? – Have you got a pet? J'ai... - I have...</i> <i>un chien – dog</i> <i>un chat – a cat</i> <i>un lapin – a rabbit</i> <i>un cochon d'inde – a guinea pig</i> <i>un oiseau – a bird</i> <i>un hamster – a hamster</i> <i>un poisson – a fish</i> <i>une gerbille – a gerbil</i> <i>une souris – a mouse</i> <i>une tortue – a tortoise</i> <i>un cheval – a horse</i> <i>un serpent – a snake</i> <i>Je n'ai pas d'animal – I haven't got a pet</i> <i>il – he</i> <i>elle – she</i></p> <p>Colours (French 1 Ch 10) <i>Quelle couleur? – Which colour?</i> <i>bleu – blue</i> <i>rouge – red</i> <i>jaune – yellow</i> <i>vert – green</i> <i>noir – black</i> <i>blanc – white</i> <i>orange – orange</i></p>	<p>Children will learn that all French nouns have gender, not just those about people.</p> <p>Getting to know people questions: <i>Quel âge as-tu? Ça va? Comment t'appelles-tu? As-tu des frères et des sœurs?</i></p> <p>Link with numbers 1-12- counting the number of animals</p> <p>Look at the key sounds in words – where have we heard them before?</p> <div data-bbox="369 997 593 1484"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>è as in <i>lapin, cochon d'Inde</i> Heard before in: <i>ciny, bien</i></p> <p>5 as in <i>poisson, cochon d'Inde</i> Heard before in: <i>ton, onze</i></p> <p>j as in <i>gerbille, chien</i> (hear the 'y') Heard before in: <i>bien</i></p> <p>ʒ as in <i>chien, chat, cochon d'Inde</i> Heard before in: <i>Sacha</i></p> <p>i as in <i>souris, animal</i> Heard before in: <i>dix, papi</i></p> <p>wa as in <i>oiseau</i> Heard before in: <i>moi</i></p> <p>y as in <i>tortue</i> Heard before in: <i>salut, tu, une</i></p> <p>œ as in <i>chat, souris</i> ...and plurals, e.g. <i>poissons, oiseaux</i> Heard before in: <i>salut, deux</i> (listen to the native speakers - try to copy their typically French sound.)</p> <p>see Talking Dictionary</p> </div>	<p>English - word classes (nouns)</p> <p>Art opportunities – drawing pets, using French words to name the colour of pens/pencils/paints etc.</p> <p>Art – Henri Matisse. Known for his use of rich, bright colours.</p> <p>Opportunities to link with Maths (Statistics) by carrying out class surveys to find out how many pets people have, conducting the surveys in French and presenting the results as graphs.</p> <p>Opportunities to look at the colours used in flags.</p> <p>Music – learn to sing 'Quelle couleur?'</p> <p>PE – Play 'traffic lights' to warm up using the French</p>	<p>Opportunities for playing a variety of games, e.g. 'Allez les escargots!', 'Splat!', colour lotto, hide the colour, snap etc - turn taking, fair play etc</p> <p>Film clip depicts children playing <i>boules</i>, a version of <i>Pétanque</i> (first played in France around 1920). Opportunities to play this during French sessions or Team Time.</p>	<p>Months (French 1 Ch 11) <i>janvier – January</i> <i>février – February</i> <i>mars – March</i> <i>avril – April</i> <i>mai – May</i> <i>juin – June</i> <i>juillet – July</i> <i>août – August</i> <i>septembre – September</i> <i>octobre – October</i> <i>novembre – November</i> <i>décembre – December</i> <i>C'est quel mois? – Which month is it?</i></p> <p>Revision</p>	<p>Look at the key sounds in words – where have we heard them before?</p> <div data-bbox="1388 438 1612 1013"> <p>KEY SOUNDS Look for typical sounds that you have met before:</p> <p>ç as in <i>janvier, septembre, novembre, décembre</i> Heard before in: <i>blanc, grand-père</i></p> <p>Soft ʒ as in <i>janvier, juin, juillet</i> Heard before in: <i>bonjour, j'ai, rouge</i></p> <p>j as in <i>janvier, février, juillet</i> Heard before in: <i>famille, bien</i></p> <p>wi as in <i>juillet, juin</i> Heard before in: <i>bonne nuit, oui</i></p> <p>wa as in <i>Quel mois?</i> Heard before in: <i>oiseau</i></p> <p>e as in <i>janvier, février, décembre</i> Heard before in: <i>et, Jérémie</i></p> <p>è as in <i>mai, juillet</i> Heard before in: <i>violet, très</i></p> <p>i as in <i>avril</i> Heard before in: <i>six, huit</i></p> <p>as in <i>juillet, août</i> Heard before in: <i>salut</i></p> <p>(listen to the native speakers - try to copy the typically French sounds.)</p> <p>see Talking Dictionary</p> </div>	<p>Opportunities for playing a variety of games, e.g. 'Jump to your birthday month', snap, months lotto, etc - turn taking, fair play etc</p> <p>Maths - Time (months and seasons)</p> <p>Music – learn to sing 'Les mois de l'année'</p> <p>Drama – miming months of the year</p>	<p>The children will explore what people do at different times of the year and will learn about festivals and seasonal events. They will draw comparisons between England and France</p>

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<p>rose – pink gris – grey marron – brown violet - mauve</p>	<div><div><p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>ʒ as in <i>marron</i> Heard before in: <i>non, bonjour</i></p><p>ɑ as in <i>blanc, orange</i> Heard before in: <i>comment</i></p><p>soft ʃ as in <i>jaune, rouge, orange</i> Heard before in: <i>bonjour ...</i></p><p>i as in <i>gris, violet</i> Heard before in: <i>merci</i></p><p>œ as in <i>couleur</i> Heard before in: <i>vous</i></p><p>as in <i>blanc, vert, gris, violet</i> Heard before in: <i>salut</i> <small>see Talking Dictionary</small></p></div></div>	<p>words for red, orange, green</p>				
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>			
<p>Children will know the French words for common pet animals. They will be able to answer the question <i>As-tu un animal?</i> and will be able to say what pets someone else has.</p> <p>They will know some French nouns where the gender is not obvious.</p> <p>Children will know the French words for common colours. They will be able to follow the ‘gist’ of what is happening in French films depicting children playing a variety of games.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Children will know the French words for the months of the year and will be able to say them in sequence.</p> <p>Learning the months of the year will enable children to talk about events such as celebrations and birthdays.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>			

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Year Group: YR4

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3 topics:</p> <p>-Greetings, goodbyes</p> <p>-How are you?</p> <p>-What's your name?</p> <p>-How old are you?</p> <p>-Family</p> <p>-Brothers & sisters</p> <p>-pets</p> <p>-colours</p> <p>Numbers 0-31 (French 1 Ch 12)</p> <p>treize - 13, quatorze - 14, quinze - 15, seize - 16, dix-sept - 17, dix-huit - 18, dix-neuf - 19, vingt - 20, vingt-et-un - 21, vingt-deux - 22, vingt-trois - 23, vingt-quatre - 24, vingt-cinq - 25, vingt-six - 26, vingt-sept - 27, vingt-huit - 28, vingt-neuf - 29, trente - 30, trente-et-un - 31</p>	<p>Start by revisiting topics covered in Year 3</p> <p>'Numbers 0-31' builds on 'Numbers 0-12' covered in Year 3 Spring 1.</p> <p>Links with 'Quel âge as-tu?'</p> <p>When playing games, the teacher can use 'bravo!' or 'tu as gagné' (you've won)</p> <p>Look at the key sounds in words – where have we heard them before?</p> 	<p>Maths – the children will be able to embark on a wider range of mathematical activities, paving the way towards using French in class when telling the time, calculating with money, giving out books/pencils etc and measuring weight, length and speed.</p> <p>Music – learn to sing 'Les nombres 13-31'</p> <p>English – Spot the pattern. Compare how the numbers are made in French and in English as they go from 13 to 20.</p>	<p>Playing 'Bingo', 'Jump/run to the number', 'Cache-cache', 'Hide the number' or 'Swap numbers'.</p>	<p>Months (French 1 Ch 11)</p> <p>Quel mois sommes-nous? – What month is it?</p> <p>le mois- month</p> <p>janvier – January</p> <p>février – February</p> <p>mars – March</p> <p>avril – April</p> <p>mai– May</p> <p>juin – June</p> <p>juillet – July</p> <p>août – August</p> <p>septembre – September</p> <p>octobre – October</p> <p>novembre – November</p> <p>décembre – December</p> <p>Christmas (French 1 Ch 17)</p> <p>le marché de Noël – Christmas market</p> <p>les decorations de... - decorations</p> <p>la crèche – nativity,</p> <p>le sapin de Noël – Christmas tree</p> <p>Joyeux Noël! – Happy Christmas,</p> <p>le père Noël – Father Christmas</p>	<p>Revisit the key sounds in words – where have we heard them before?</p>  	<p>Games and activities to involve more focus on reading and writing the months – e.g. Bingo, wordsearches, pelmanism etc.</p> <p>Maths – Time (months and seasons)</p> <p>English – learning and reciting simple French poems</p> <p>English – using French dictionaries to look up Christmas related words.</p> <p>Art & DT - design French Christmas cards or work as a class to make an advent calendar drawing on their knowledge of numbers and months.</p> <p>Music –learn to sing carols in</p>	<p>Having previously compared what people do at different times of the year in England and France, children can now compare other French speaking countries.</p> <p>Opportunities to look at the variety of ways that Christmas is celebrated, emphasising diversity. Talk about the Christmas markets depicted in the film. Discuss the variety of foods eaten – many French families will start their Christmas meal with snails and oysters and will finish with a 'bûche de Noël'.</p> <p>Compare traditions e.g. leaving out slippers or shoes</p>

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				<i>les huitres</i> –oysters <i>les escargots</i> – snails, <i>la bûche de Noël</i> – yule log <i>la galette des Rois</i> – cake of the kings		French e.g. ' <i>Mon Beau Sapin</i> ' (O Christmas Tree), ' <i>Vive le Vent</i> ' (Jingle Bells), ' <i>Le petit renne au nez rouge</i> ' (Rudolf the red nosed reindeer), ' <i>Un flambeau Jeanette, Isabelle</i> ' (Bring a torch, Jeannette, Isabelle).	rather than stocking for <i>père Noël</i> Encourage children to say ' <i>Joyeux Noël!</i> ' to each other.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Children will already know numbers 0-12 and will have been introduced to the months of the year. They will know the numbers 13-20, followed by 21-31 which will enable them to talk about dates, such as when their birthdays are.		Listen attentively to spoken language and show understanding by joining in and responding. Explore 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. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language		Children will be able to say, read and write the French words for the months of the year. They will know how to answer the question ' <i>Quel mois sommes-nous?</i> ' Learning the months of the year will enable children to talk about events such as celebrations (e.g. Christmas), birthdays and the date. Children will know a selection of French words linked with Christmas. They will have the opportunity to watch some extended film clips and will learn how to get the 'gist' of a language with the help of images and gestures.		Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language	

SUBJECT CURRICULUM LONG TERM PLAN

Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>When's your birthday (French 1 Ch 13)</p> <p><i>Quelle est la date de ton anniversaire?</i> – When's your birthday? <i>Mon anniversaire est le...</i> - My birthday is the... <i>le premier...</i> - the first of <i>joyeux anniversaire!</i> – Happy birthday!</p> <p>Days of the week (French 1 Ch 14)</p> <p><i>Quel jour sommes-nous?</i> – What day is it today? <i>Aujourd'hui c'est...</i> - Today it is... <i>lundi</i> – Monday <i>mardi</i> – Tuesday <i>mercredi</i> – Wednesday <i>jeudi</i> – Thursday <i>vendredi</i> – Friday <i>samedi</i> – Saturday <i>dimanche</i> – Sunday</p>	<p>'When's your birthday?' builds on 'Numbers 1-13' and 'Months'.</p> <p>Look at key sounds in words – where have we heard them before?</p> <div><p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>5 as in <i>mon, lon</i> Heard before in: <i>onze, marron, non</i></p><p>Soft 3 as in <i>joyeux</i> Heard before in: <i>âge, rouge, juin</i></p><p>8 as in <i>quelle, anniversaire</i> Heard before in: <i>treize</i></p><p>9 as in <i>joyeux</i> Heard before in: <i>bleu</i></p><p>k as in <i>quelle</i> Heard before in: <i>quel, quatre</i></p><p>3 as in <i>premier</i> Heard before in: <i>je, le, de, ne</i></p><p>e as in <i>premier, génial</i> Heard before in: <i>janvier</i></p><p>y as in <i>super, superbe</i> Heard before in: <i>tourne, la, salut</i></p><p>see Talking Dictionary</p></div> <p>Activities such as the drama one suggested in the next column will provide opportunities for the children to greet each other, count and say thank you. They could play partner games e.g. 'swap colours'</p>	<p>Maths – French speakers do not use 'second', 'third', 'fourth' etc in dates. They simply say the plain numbers. The exception is the first of the month</p> <p>Drama – improvised birthday celebrations, inspired by the video clip from the scheme</p> <p>PE – opportunity to play 'musical birthdays' as a warm up</p> <p>Art – Children could design and make French birthday cards or picture diaries showing what they do each day of the week</p> <p>Music – learn to sing 'Happy Birthday' in French and '<i>Quel jour sommes-nous?</i>'</p>	<p>The film clip shows a birthday party at a soft play centre in Béthune in Northern France. There are opportunities to talk about the different ways children celebrate birthdays.</p> <p>Opportunity to discuss that Catholic families will also celebrate a child's Saint's day or 'Name day', i.e. the day devoted to the saint after whom they are named. The celebration will include a special meal and a small present. In past generations, a child's name day would have been a more important family event than their birthday.</p> <p>When it's a child's birthday, ask the class '<i>C'est l'anniversaire de</i></p>	<p>Today's date (French 1 Ch 15)</p> <p><i>Quelle est la date aujourd'hui?</i> – What is the date today? <i>Aujord'hui c'est...saemdi 6 décembre</i> – Today is...Saturday 6 December</p> <div><p>EXTRA WORDS AND PHRASES</p><p>1er janvier Jour de l'an - New Year's Day 2 février La Chandeleur - Candlemas/Pancake Day mars/mars Le Lundi de Pâques - Easter Monday 1er mai La Fête du Travail - Labour Day 8 mai La Fête de la Liberté et de la Paix (95th Day) mai/juin Jour de l'Ascension - Ascension Day mai/juin Lundi de Pentecôte - Whit Monday 14 juillet La Fête Nationale - Bastille Day 15 août L'Assomption - Assumption Day 31 octobre Halloween - Halloween 1er novembre La Toussaint - All Saints' Day 11 novembre La Fête de la Victoire - Armistice Day (1918) 25 décembre Noël - Christmas Day 6 janvier La Fête des Rois - Twelfth Night février Mardi Gras - Shrove Tuesday 6 décembre Saint Nicolas - Saint Nicholas' Day La Galette des Rois - Kings' cake</p><p>For making cards: Bonne Année! - Happy New Year!</p><p>see Talking Dictionary</p></div> <p>Weather (French 1 Ch 16)</p> <p><i>Quel temps fait-il?</i> – What's the weather like? <i>il fait beau</i> – it's nice <i>il fait mauvais</i> – it's bad/nasty <i>il fait chaud</i> – it's hot/warm <i>il fait froid</i> – it's cold</p>	<p>'Today's date' builds on 'Numbers 0-31' and 'Months'.</p> <p>Look at key sounds in words – where have we heard them before?</p> <div><p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>3 as in <i>aujourd'hui</i> Heard before in: <i>jeudi, rouge</i></p><p>wi as in <i>aujourd'hui</i> Heard before in: <i>juillet, huit, oui</i></p><p>see Talking Dictionary</p></div> <div><p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>3 as in <i>Chandeleur</i> Heard before in: <i>chat</i></p><p>k as in <i>Pâques</i> Heard before in: <i>quel(le)</i></p><p>l as in <i>Fête du Travail</i> Heard before in: <i>soleil</i></p><p>see Talking Dictionary</p></div> <div><p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>6 as in <i>temps, vent</i> Heard before in: <i>France, trente</i></p><p>8 as in <i>fait, mauvais</i> Heard before in: <i>mère, mercredi</i></p><p>0 as in <i>beau, chaud</i> Heard before in: <i>jeune, aujourd'hui</i></p><p>l as in <i>chaud</i> Heard before in: <i>chat, dimanche</i></p><p>f as in <i>gris, il y a...</i> Heard before in: <i>avril, jeudi</i></p><p>w as in <i>froid</i> Heard before in: <i>oiseau, trois</i></p><p>3 as in <i>pleut</i> Heard before in: <i>jeudi, bleu</i></p><p>3 in <i>temps, froid, chaud, mauvais, pleut</i> Seen before in: <i>vingt, juillet, souris</i></p><p>see Talking Dictionary</p></div> <p>DT – designing 'calendar machines' which enable different combinations of days, numbers and months to be revealed.</p> <p>Geography - look at weather patterns in France and other French speaking countries and compare to England. Children could take weather readings on a daily basis, drawing on their knowledge of numbers or make their own weather dials.</p> <p>Art – talk about impressionism and create artwork in the style of Monet.</p>	<p>Team game – 'Find the date'</p> <p>The film clips show important dates in the French calendar, e.g. Saint Nicholas' Day celebrations, <i>Le Fête des Rois</i> (Festival of Kings), <i>Le poisson d'avril</i> (the April fish) and Bastille Day. These can be discussed and compared with England.</p> <p>Another film clip shows the annual kite festival on the beach at Berck-sur-Mer.</p> <p>Learn about the French artist Claude Monet. The presentation matches Monet painting with different sorts of weather.</p>	

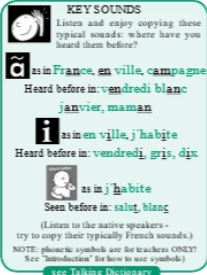

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	<p>Look at key sounds in words – where have we heard them before?</p> <p>EXTRA WORDS AND PHRASES Exclamations of delight, praise <i>C'est génial!</i> That's brilliant / cool! <i>C'est superbe!</i> That's superb / magnificent! <i>C'est super!</i> That's super / great! Add these 3 phrases to your classroom repertoire. Marking children's birthdays <i>C'est l'anniversaire de qui aujourd'hui?</i> Who has a birthday today? <i>Aujourd'hui c'est l'anniversaire de ...</i> Today it's ...'s birthday <i>Elle a 11 ans</i> She is 11 see Talking Dictionary</p> <p>KEY SOUNDS Listen and enjoy copying these typical sounds, where have you heard them before? h as in <i>hundi</i> Heard before in: <i>un</i> i as in <i>lundi, aujourd'hui</i> Heard before in: <i>div, gris</i> j as in <i>jeudi, jour, aujourd'hui</i> Heard before in: <i>joyeux, rouge</i> a as in <i>vendredi, dimanche</i> Heard before in: <i>fréte, blanc</i> ø as in <i>jeudi</i> Heard before in: <i>deux</i> These 2 sounds are very similar e as in <i>mercredi, vendredi</i> Heard before in: <i>je, le, de, se</i> s as in <i>samedi, dimanche</i> Seen before in: <i>salut</i> (Listen to the native speakers - try to copy their typically French sound.) see Talking Dictionary</p>	<p>BIRTHDAY SONGS from film 13 A1 SONG 1: <i>En ce joyeux anniversaire nous te disons notre amitié. Si tu n'étais sur cette terre, le monde serait-il entier? Nous te disons notre amitié.</i> The first song loosely translates as: "On this happy birthday we tell you of our friendship. If you weren't on this earth, would the world be complete? We tell you of our friendship." SONG 2: "Happy birthday!" <i>Joyeux anniversaire, joyeux anniversaire, joyeux anniversaire, „Charlotte! joyeux anniversaire!</i></p> <p>SONG: "Les jours de la semaine" <i>Quel jour sommes-nous? Quel jour sommes-nous? Quel jour sommes-nous? Aujourd'hui c'est ... <lundi></i> REPEAT verse with: <i>amardi, <mardi>, <mardi>, <mardi>, <mardi></i></p>	<p><i>qui aujourd'hui?</i> and announce <i>'Aujourd'hui c'est l'anniversaire de Quel âge as-tu, ...?'</i></p> <p>Opportunities to use the Film clips to initiate conversations around what people do on different days of the week and make comparisons between England and France, e.g. they will see a Saturday market in Saint Omer (link with food products from certain areas), a ballet class, hear the bells of Saint Omer's Cathedral ring out on Sunday morning, families enjoying a meal at a local 'estaminet' (country pub) where traditional games are played, swimming and football matches</p> <p>Playing games such as 'swap days', 'snap', 'remember the day' – turn taking</p>	<p><i>il fait gris</i> – it's cloudy <i>il pleut</i> – it's raining <i>il neige</i> – it's snowing <i>il y a du vent</i> – it's windy <i>il y a du soleil</i> – it's sunny</p> <p>EXTRA WORDS AND PHRASES <i>Quel temps fait-il aujourd'hui?</i> What's the weather like today? (literally, "What weather is it doing today?") <i>Est-ce qu'il fait beau (aujourd'hui)?</i> Is it nice (today)? <i>Est-ce qu'il y a du vent?</i> Is it windy? <i>Est-ce qu'il neige?</i> Is it snowing? see Talking Dictionary</p>	<p>English – opportunities to talk about silent letters e.g. '<i>Il fait beau</i>'. Compare to English.</p> <p>Drama – present mimes representing different kinds of weather.</p> <p>Music – write a weather song to a familiar tune (e.g.) <i>Frère Jaques</i>)</p>	
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		<p>Hungry Caterpillar by Eric Carle). This will help develop 'gisting' skills</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>EXTRA WORDS AND PHRASES: You could introduce these before: <i>un œuf</i> - an egg <i>une chenille</i> - a caterpillar <i>un papillon</i> - a butterfly ...to be used in telling the story: <i>j'ai faim</i> - I'm hungry <i>je mange</i> - I eat <i>je suis petit(e)</i> - I am little / small <i>je suis grand(e)</i> - I am big ESOL Talking Dictionary</p> </div>	<p>Opportunities to talk about the history of France and that for decades children used to have a mid-week break on Wednesdays to go to Church classes.</p>				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Children will understand the question '<i>Quelle est la date de ton anniversaire?</i>' and will know how to say when their own birthday is. They will know how to ask about someone's birthday and will be able to understand the answers they hear.</p> <p>Children will understand the question '<i>Quel jour sommes-nous?</i>'</p> <p>They will know how to say, read and write the days of the week.</p> <p>Learning how to say when your birthday is and what the day is will prepare the children for saying the date (Yr 4, Spring 2)</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>		<p>Children will know how to say the full date in French, bringing together all the component parts they have met in previous chapters.</p> <p>They will know how to answer the question '<i>Quelle est la date aujourd'hui?</i>'</p> <p>Children will know the French words for different types of weather and will know how to answer the question '<i>Quel temps fait-il?</i>'</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	

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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			
				Describe people, places, things and actions orally and in writing			
Summer Term 1				Summer Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Where do you live? (French 2 Ch 1)</p> <p><i>Où habites-tu?</i> – Where do you live? <i>J'habite à</i> – I live in... <i>J'habite...à la campagne</i> – I live... in the countryside <i>J'habite...en ville</i> – I live... in town <i>J'habite en France</i> – I live in France <i>J'habite en Angleterre'</i> – I live in England</p> <p>Places in town (French 2 Ch 2)</p> <p><i>le marché</i> – the market <i>le supermarché</i> – the supermarket <i>le café</i> – the café <i>le musée</i> – the museum <i>l'école</i> – the school <i>mon école</i> – my school</p>	<p>'Where do you live?' builds on prior chapters, adding to what the children can say about themselves in French.</p> <p>Look at key sounds in words – where have we heard them before?</p> 	<p>Geography – map work identifying where places are within France and other French speaking countries around the world.</p> <p>Geography – comparison between towns and countryside.</p> <p>Geography – learn about the capital city, Paris.</p> <p>English – silent letters</p> <p>French dictionary work – looking up additional place names.</p> <p>Geography – create a town guide, labelling key places</p>	<p>Further opportunities to talk about other countries where French is spoken.</p> <p>Play games such as 'place name chain', 'stand up, sit down' and 'two of a kind', 'find it', 'which is it?' etc–turn taking.</p> <p>Discussions about some of the towns depicted in the film clips – some were traditionally textile/coal-mining/fishing/market/seaside communities.</p> <p>Opportunities to talk about museums and glass, linked with</p>	<p>Directions (French 2 Ch 3)</p> <p><i>à gauche</i> – on the left <i>à droite</i> – on the right <i>tout droit</i> – straight ahead <i>Où est...?</i> – Where is? <i>la rue</i> – the road/street <i>rue de la Plage</i> – Beach Street <i>rue de la Gare</i> – Station Street <i>rue Napoléon</i> – Napoleon Street <i>rue Jeanne d'Arc</i> – Joan of Arc Street <i>rue Orange</i> – Orange Street <i>rue du 11 Novembre</i> – November Street</p> <p>Revision</p>	<p>'Directions' builds on the previous two chapters 'Where do you live?' and 'Places in town'.</p> <p>Look at key sounds in words – where have we heard them before?</p>  <p>Manners – when asking for directions, you should say please <i>s'il vous plait</i> (to an adult) or <i>s'il te plait</i> (to a child to a</p>	<p>Maths – directions (left, right, straight ahead)</p> <p>Geography – using simple maps and sketch maps to give directions. Play 'Draw the route' or 'I'm lost!'</p> <p>PE – robot game.</p>	<p>Opportunities to talk about French street names and how addresses are written in France.</p> <p>Many towns in France are named after famous people, e.g. rue Napoléon, rue Jeanne d'Arc (both of which are mentioned in French 1 Ch 4)</p> <p>Use the presentation to make comparisons between Berck (a seaside town) with Brighton.</p>

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<p><i>la piscine</i> – the swimming pool</p> <p><i>la gare</i> – the station</p> <p><i>la boulangerie</i> – the bakery</p> <p><i>la pâtisserie</i> – the cake shop</p> <p><i>la plage</i> – the beach</p> <p><i>Voici...</i> - this is</p> <p><i>à... il y a....</i> – at.... there is....</p> <p><i>Qu'est-ce que c'est?</i> – What's that?</p> <p><i>C'est...</i>- it's</p> <div><p>EXTRA WORDS AND PHRASES</p><p><i>le restaurant</i> - the restaurant</p><p><i>l'hôtel</i> - the hotel</p><p><i>l'hôtel de ville</i> - the town hall</p><p><i>le stade</i> - the stadium/ sports centre</p><p><i>l'office du tourisme</i> - the tourist office</p><p><i>le magasin</i> - the shop</p><p><i>la banque</i> - the bank</p><p><i>la poste</i> - the post office</p><p><i>la confiserie</i> - the sweet shop</p><p><i>la librairie</i> - the book shop</p><p><i>la bibliothèque</i> - the library</p><p><i>la papeterie</i> - the stationer's</p><p><i>la pharmacie</i> - the chemist</p></div> <div><p>KEY SOUNDS</p><p>Listen and enjoy copying these typical sounds: where have you heard them before?</p><p>3 as in <i>boulangerie, plage</i> Heard before in: <i>bonjour rouge</i></p><p>a as in <i>boulangerie</i> Heard before in: <i>vendredi, France</i></p><p>i as in <i>piscine, pâtisserie</i> Heard before in: <i>j'habite, ville, dimanche samedi souris</i></p><p>e as in <i>marché, café, école</i> Heard before in: <i>janvier zéro et</i></p><p>y as in <i>supermarché,</i> Heard before in: <i>salut, tortue, tu</i></p><p>u as in <i>boulangerie=</i> Heard before in: <i>Boulogne, douze</i></p><p>(It refers to the native speakers - try to copy their typically French sounds.) NOTE: phonetic symbols are for teachers ONLY! See "Introduction" for how to use symbols)</p><p>see Talking Dictionary</p></div> <p>The children were introduced to noun genders in Year 3, Spring 2 – they will learn when to use 'le' and 'la' with the new vocabulary introduced on 'Places in town'</p> <p>The children were introduced to 'voici' and 'c'est' in French 1.</p>	<p>in our community. Alternatively, the children could design imaginary towns.</p>	<p>the film clips. What is glass used for? Debate the environmental issues around plastic versus glass. Talk about the changes to traditional industries.</p>		<p>family member), followed by 'merci'</p> <p>These words have been introduced in French 1 and will be revisited in French 2 Chs 5 and 11.</p>	
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p> <p>Children will understand the question <i>Où habites-tu?</i> and will know how to answer stating the name of the place where they live and whether this is the town or countryside.</p> <p>Children will understand the question <i>Qu'est-ce que c'est?</i> They will know how to answer using the French words for places they might visit.</p>	<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p> <p>Children will understand the question <i>Où est...?</i> and will be able to understand simple replies.</p> <p>Children will know how to use the question <i>Où est...?</i> to ask for directions and will be able to give other people directions to places in their own school or neighbourhood.</p>	<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>		


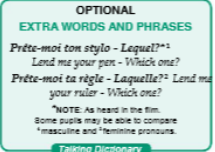

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<p>This is the first step towards being able to describe where they live, ask directions and give information about where places are.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p>		<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing.</p>
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Year Group: YR5

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3 & 4 topics:</p> <ul style="list-style-type: none"> -Greetings, goodbyes -How are you? -What's your name? -How old are you? -Family -Brothers & sisters -Pets -Colours -Months -Birthdays -Days of the week -Where you live <p>At school (French 2 Ch 2.4)</p> <p><i>la salle de classe</i> - classroom <i>la classe</i> – class <i>la salle de technologie</i> - computer room <i>la bibliothèque</i> – library <i>la cantine</i> – canteen <i>la cour de recreation</i> - playground <i>la maternelle</i> – nursery school <i>les toilettes</i> – toilets <i>le hall</i> – hall</p>	<p><i>Voici...</i> This is...</p> <p>Look at key sounds in words – where have we heard them before?</p> 	<p>Children may notice the accents over some letters in French. Explain that these are not generally written over capitals.</p> <p>Computing – children could create room labels in French.</p> <p>Groups could create video-guides about the school.</p> <p>Geography – create a plan of the school showing the layout of the rooms.</p> <p>Drama – rehearse a school guided tour.</p> <p>French dictionaries – look</p>	<p>Opportunity to compare French and English schools.</p>	<p>Classroom objects (French 2 Ch 5)</p> <p><i>un stylo</i> – ballpoint pen <i>un cahier</i> – exercise book <i>une gomme</i> – rubber <i>une règle</i> – ruler <i>un crayon</i> – pencil <i>un crayon de couleur</i> – coloured pencils <i>des ciseaux</i> – scissors <i>la colle</i> – glue <i>un feutre</i> – felt-top pen <i>des feutres</i> – felt tip pens <i>As-tu...?</i> - Have you got...? <i>Oui, tiens</i> - take it <i>Prenez tous...</i> - Everyone get out...</p> 	<p>Start by revisiting topics covered in Year 3</p> <p>Look at key sounds in words – where have we heard them before?</p>  <p>Link with 'Colours' (Yr 3 Summer1). Children can describe objects by colour. Point out that the spellings of the colour words change depending on whether the noun is masculine or feminine. Exceptions are:</p>	<p>Encourage children to use French whenever they need to ask each other for classroom objects or at various times of the day when it is close to an hour.</p> <p>English – questions, adjectives and nouns. In French, the colours come after the noun they describe</p> <p>Art & Design – Matisse-style cut-outs or making a kite (as shown in film clips) would provide enjoyable contexts for children to use their French. 'Numbers 0-31' (Yr 4, Autumn 1) will be useful when measuring.</p>	<p>Play 'True or false', 'Jacques a dit...', 'what's missing?' or 'charades' – turn taking</p> <p>Manners – saying please when asking for an object.</p> <p>Opportunity to compare French and English classrooms.</p> <p>Play 'clock bingo', 'Guess the time' 'M.Loup, quelle heure est-il?' – taking turns</p> <p>The film clip shows several large clocks in public e.g. the bell-tower above Douia Town hall. Compare to public clocks in our community. When do we need to know the time? Why? Do they ever</p>

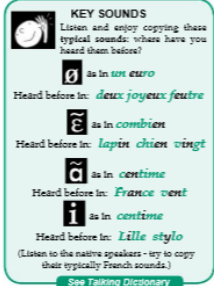
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<p><i>la directrice – headmistress</i> <i>le directeur – headmaster</i></p> <div data-bbox="120 256 356 416"> <p>EXTRA WORDS AND PHRASES Où sont les toilettes? Where are the toilets? Est-ce que je peux aller aux toilettes? May I go to the toilet? la salle de sport – sports hall la salle des profs – staffroom la direction – head's office See Talking Dictionary</p> </div>		<p>up additional classroom rooms</p>		<div data-bbox="1151 86 1361 432"> <p>EXTRA WORDS AND PHRASES <i>un livre</i> – book <i>un classeur</i> – folder / file <i>le scotch</i> – sticky tape <i>l'écran</i> – screen <i>le tableau</i> – board <i>une calculatrice</i> – calculator <i>une trousse</i> – pencil case <i>un cartable</i> – school bag <i>la rentrée (des classes)</i> start of the new school year <i>Cherchez ! / cherchez ? ... [un stylo]</i> Find ... [a pen] (Bao) 'to the class' 'to one pupil' – see ch.2.17) <i>un cerf-volant</i> – a kite <i>Reminder</i> <i>Qu'est-ce que c'est?</i> What is it? Talking Dictionary</p> </div> <p>What's the time? (French 2 Ch 6)</p> <p><i>Quelle heure est-il? – What's the time?</i> <i>il est une heure</i> – It's one o'clock <i>il est deux heures</i> – it's two o'clock <i>il est midi</i> – it's midday <i>il est minuit</i> – it's midnight</p> <div data-bbox="1151 959 1361 1086"> <p>EXTRA WORDS AND PHRASES When your pupils are confident with saying the hour in French, you could challenge 'superheroes' (read and deliver sentences). <i>Il est neuf heures cinq</i> – It's five past nine <i>Il est neuf heures et quart</i> – It's quarter past nine <i>Il est neuf heures et demi</i> – It's half past nine <i>Il est dix heures moins de quart</i> – It's quarter to ten <i>Il est dix heures moins cinq</i> – It's five to ten <i>Il est huit heures dix</i> – It's 10 to 8 <i>...le (après-midi) – ...pm (afternoon)</i> <i>...du matin – ...pm (morning)</i> The pronunciation of these additional phrases can be found in the 'Talking Dictionary'</p> </div> <p>Christmas song – 'Petit papa Noël'</p>	<p>feminine <i>blanc</i> is <i>blanche</i>, <i>violet</i> is <i>violette</i>, <i>marron</i> does not change.</p> <p>Revisit – as-tu...?, <i>J'ai...</i>, <i>s'il te plaît/s'il vous plaît</i></p> <p>Look at key sounds in words – where have we heard them before?</p> <div data-bbox="1426 549 1637 842"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before? i as in <i>midi, minuit, demi(e)</i> Heard before in: <i>j'habite ville piscine samedi souris</i> u as in <i>heure, minuit, et quatre</i> Heard before in: <i>j'habite salut</i> W as in <i>minuit</i> Heard before in: <i>huit nuit</i> e as in <i>et demie</i> Heard before in: <i>le, de, vendredi</i> as in <i>et demie</i> e as in <i>et demie</i> Heard before: <i>marché école, cahier</i> Talking Dictionary</p> </div>	<p>Geography – in the film clip there are children flying kites on the beaches along the coast of Nor-Pas de Calais. The westerly winds blow straight up the Channel from the Atlantic.</p> <p>French dictionaries – look up additional classroom objects</p> <p>Maths – telling the time. Children could create cartoon showing a daily routine. This could be done in Computing as a photo diary.</p> <p>Music- learn to sing 'Quelle heure est-il?' & 'Petit papa Noël'</p> <p>PE – Mexican wave warm up with hours</p> <p>Drama – miming game where children have 5 minutes to prepare a mime to represent a specific time of the day.</p>	<p>hear bells ringing out the time? Do the bells play a tune as well?</p>
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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
<p>Children will know the French names for different room in school.</p> <p>They will know how to give simple directions to guide people around the school.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>Children will know the French names for different classroom objects.</p> <p>They will know simple phrases they can use between themselves to share and borrow objects in all lessons.</p> <p>They will understand instructions given by the teacher.</p> <p>Children will know how to say o'clock times in French and how to ask someone what the time is.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>

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								Describe people, places, things and actions orally and in writing
Spring Term 1				Spring Term 2				
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	
Weather (French 2 Ch 7) <i>Quel temps fait-il á...? – What's the weather like in...?</i> <i>le temps est orageux</i> - it's stormy <i>il y a du tonnerre et des éclairs</i> - there's thunder and lightning <i>il y a du brouillard</i> – it's foggy <i>il y a des averses</i> - there are showers Numbers 40-200 (French 2 Ch 8) <i>quarante</i> - 40 <i>cinquante</i> – 50 <i>soixante</i> – 60 <i>soixante-dix</i> – 70 <i>quatre-vingts</i> – 80 <i>quatre-vingt-dix</i> – 90 <i>cent</i> – 100 <i>deux cents</i> – 200	Revisit previous vocabulary introduced in Weather 1 (Yr 4, Spring 2): <i>Quel temps fait-il? – What's the weather like?</i> <i>il fait beau</i> – it's nice <i>il fait mauvais</i> – it's bad/nasty <i>il fait chaud</i> – it's hot/warm <i>il fait froid</i> – it's cold <i>il fait gris</i> – it's cloudy <i>il pleut</i> – it's raining <i>il neige</i> – it's snowing <i>il y a du vent</i> – it's windy <i>il y a du soleil</i> – it's sunny Look at the key sounds in words – where you we heard them before?	Music – learn to sing ' <i>A Calais il fait mauvais</i> '. Computing & Geography – Research and compare the climates in England and France, create TV weather presentations using large maps of France Encourage children to use French to talk about the weather each day. Maths – numbers. Counting forwards and backwards in different steps, calculations, weighing and measuring, ' <i>Le carré magique</i> ' (magic squares)	Snap, miming games etc – turn taking Talk about holidays - compare the size of France to Britain. Lots of French people take holidays in their own country. Play 'Jump to the number', 'cross it out', swap numbers', 'hide the number' and 'bingo' – turn taking	The Euro (French 2 Ch 9) <i>un euro</i> – a euro <i>un centime</i> – a centime <i>2 euros cinquante</i> – 2 euros fifty Food and drink – What do you like to eat? (French 2 Ch 10) <i>les frites/les pommes frites</i> - chips <i>les chips</i> – crisps <i>les bonbons</i> – sweets <i>le fromage</i> – cheese <i>le jambon</i> – ham <i>un sandwich</i> – a sandwich <i>un sandwich au jambon</i> – a ham sandwich <i>la limonade</i> – lemonade <i>le coca</i> – Coke	Revisit previous vocabulary: <i>C'est combien?</i> How much is that <i>s'il te plait</i> –please to a child or friend <i>s'il vous plait</i> - please to a grown-up <i>merci</i> – thank you 'The Euro' builds on the Number chapters previously covered Look at the key sounds in words – where have we heard them before?	Maths – money calculations in euros Drama – shop & cafe role-play PE – play 'run to the money' French dictionary – look up additional foods and drinks Statistic – data handling. Surveys about favourite foods Music – write a new song to a well-known tune.	Play 'Jump to the number', 'swap money', 'hide the money', 'The Price is Right' etc – turn taking Opportunity to discuss travelling to other countries – different currencies and using <i>le bureau de change</i> Discussion about the creation of the euro as a common currency for many European countries. Look at the designs of the coins. Opportunity to compare the foods eaten in different countries. Play 'True or false?', 'Pick a	

SUBJECT CURRICULUM LONG TERM PLAN

HOW FRENCH WORKS: Saying higher numbers

Counting from 30 to 69 follows the same pattern as from 20 to 29, that pupils learnt in Pack 1. Here are some examples:

20 = vingt	21 = vingt et un
22 = vingt-deux	29 = vingt-neuf
30 = trente	31 = trente et un
32 = trente-deux	39 = trente-neuf
40 = quarante	41 = quarante et un
42 = quarante-deux	49 = quarante-neuf
50 = cinquante	51 = cinquante et un
52 = cinquante-deux	59 = cinquante-neuf
60 = soixante	61 = soixante et un
62 = soixante-deux	69 = soixante-neuf

After 60, the pattern changes: from 61 to 79, you say 1 to 19 after "soixante..."; from 81 to 99, you similarly add 1 - 19 to "quatre-vingt...". This continues all the way up to 99.

70 soixante-dix	71 soixante et onze
72 soixante-douze	79 soixante-dix-neuf
80 quatre-vingts	81 quatre-vingt-un
82 quatre-vingt-deux	89 quatre-vingt-neuf
90 quatre-vingt-dix	91 quatre-vingt-onze
92 quatre-vingt-douze	99 quatre-vingt-dix-neuf

Numbers after 100 also follow a pattern: For 102, say 100 then 2: "cent quatre-vingt-douze"; 200 is "deux cents"; 201 is "deux cent un"; 202 is "deux cent quatre-vingt-douze".
*NOTE for teachers: 'quatre-vingts' and 'cents' have no 's' if there is a number after them.

see Talking Dictionary

EXTRA WORDS AND PHRASES

Kite-making Project (1) materials

See 'cross outdoor activities' and activity sheet.

un cerf-volant - a kite
une baguette - a stick
une feuille (de papier) - a sheet of paper
un sac de plastique - a plastic bag
le scotch - sticky tape
la queue - tail
la ficelle - string

(2) instructions (to a group)

pliez la feuille en deux - fold paper in half
métrez de A à D - measure A-D
cela fait 30 cm - it's 30 cm
coupez de A à B - cut from A to B
attachez les baguettes - tie the sticks together
collez les baguettes - stick the sticks
sur le papier - to the paper
attachez la ficelle - tie on the string
une ficelle de 20 m - a 20 m-long string

see Talking Dictionary



KEY SOUNDS

Listen and enjoy copying these typical sounds: where have you heard them before?

"**ʒ**" as in orangeux

Heard before in: neige, bonjour

"**ø**" as in orangeux

Heard before in: il pleut, deux, bleu

"**o**" as in tonnerre

Heard before in: stylo, beau, oiseau,

"**e**" as in éclairs

Heard before in: école, café, zéro

"**i**" as in brouillard

Heard before in: soleil, famille

as in orangeux, éclairs, averse, brouillard

Seen before in: deux, gris, chaud

see Talking Dictionary

The children will be able to draw on the vocabulary introduced in 'Where do you live?' (Yr 4, Summer 1) so that they will be able to say what the weather is like in a particular place.

This unit builds on 'Numbers 0-12' (Yr 3 Spring 1) and Numbers 0-31 (Yr 4 Autumn 1)

Revisit:
plus (or et) – plus
moins – minus
fois – times
combien – how many

Look at the key sounds in words – where have we heard them before?

PE – play 'run to the number', 'call ball', 'number tag', 'snakes and ladders', 'the numbers game' or skipping.

le jus d'orange – orange juice
le chocolat – chocolate
le chocolat chaud – hot chocolate
Qu'est-ce que tu aimes? – What do you like?
Qu'est-ce que tu aimes manger? – What do you like to eat?
J'aime... - I like...
Je n'aime pas... -I don't like
Moi aussi - me too

EXTRA WORDS AND PHRASES

BREAKFAST

le petit déjeuner

breakfast

un café

a (cup of) coffee

un thé

(you could also say "une tasse de thé")

a (cup of) tea

un pain au chocolat

a pastry with chocolate inside

un croissant - a croissant

les corn-flakes - cornflakes

DOING A SURVEY

On fait un sondage ...

(sur les fromages français)

We're doing a survey ...

(on French cheeses)

Le matin, qu'est-ce que tu aimes manger?

What do you like to eat

in the mornings?

Giving reasons *

C'est délicieux - It's delicious

C'est dégoûtant - It's disgusting

Ça va - It's all right

* NOTE: see chapter 2.13 for more words.

Talking Dictionary

EXTRA WORDS AND PHRASES

"Le Juste Prix"

French TV show like "The Price is Right"

Quel est le juste prix?

What is the right price?

moins! - lower!

plus! - higher!

see Talking Dictionary

English – questions and answers

Look at the key sound in words – where have we heard them before?



KEY SOUNDS

Listen and enjoy copying these typical sounds: where have you heard them before?

"**ʒ**" as in jambon bonbons

Heard before in: bonjour crayon

"**ʃ**" as in jambon jus d'orange

fromage

Heard before in: rouge bonjour

"**f**" as in frites chips limonade

Heard before in: piscine lundi

"**j**" as in chocolat chips

Heard before in: chaud chien

"**ɑ**" as in jambon

Heard before in: en France

temps, boulangerie

Listen to the menu questions - try to copy their typical French sounds.

see Talking dictionary

Revisit:

'le' (masculine)

'la' (feminine)

'l' (if word begins

with a vowel or

silent 'h')

'les' (if the noun is plural)

negative statements

- Je n'ai pas

silent letter - 'chips'

snack', 'What's in the picnic basket?' – turn taking

The film clip shows a family eating breakfast – this could lead on to discussions about what people eat for breakfast around the world, e.g. French Canadians in Québec are used to a much bigger style breakfast so they call it *déjeuner*.

Learn about French cheeses and how they are made – there are more than 360 varieties. The scheme shares the story of *Roquefort*. Have the children heard other stories which explain the origin of something? Do they think they are always true?

SUBJECT CURRICULUM LONG TERM PLAN

<div>EXTRA WORDS AND PHRASES</div> <div>MEASURING: Length/ distance</div> <div>un centimètre - a centimetre</div> <div>2 centimètres - 2 centimetres</div> <div>un millimètre - a millimetre</div> <div>2 millimètres - 2 millimetres</div> <div>un mètre - a metre</div> <div>2 mètres - 2 metres</div> <div>un kilomètre - 1 kilometre</div> <div>2 kilomètres - 2 kilometres</div> <div>Volume</div> <div>un litre - a litre</div> <div>un millilitre - 1 millilitre (ml)</div> <div>Weight</div> <div>un gramme - a gram</div> <div>200 grammes - 200 grams</div> <div>un kilo(gram) - a kilo(gram)</div> <div>2 kilos - 2 kilos</div> <div>BIGGER NUMBERS</div> <div>mille - a thousand</div> <div>2 mille - 2 thousand</div> <div>un million - a million</div> <div>2 millions - 2 million</div> <div>see Talking Dictionary</div>	<div>KEY SOUNDS</div> <div>Listen and enjoy copying these typical sounds: where have you heard them before?</div> <div>"ɑ" as in quarante, cent, cinquante, soixante</div> <div>Heard before in: trente, cantine vent</div> <div>"ɛ" as in cinquante</div> <div>quatre-vingt-cinq</div> <div>"wa" as in soixante,</div> <div>Heard before in: droit(e) moi,</div> <div>as in soixante, cent</div> <div>Seen before in: deux, ciseaux, salut</div> <div>(Listen to the native speakers - try to copy the typically French sounds.)</div> <div>see Talking Dictionary</div> <div>Music – learn to sing</div> <div>'Les nombres 40-200'</div>					
<div>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</div> <div>The minimum all pupils should know</div>	<div>Key skills</div> <div>Which can be applied once the knowledge is understood</div>	<div>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</div> <div>The minimum all pupils should know</div>	<div>Key skills</div> <div>Which can be applied once the knowledge is understood</div>			
<div>The children will know the French for a wider range of types of weather and will be able to say what the weather is like in particular places.</div> <div>The children will know the French words for higher numbers.</div>	<div>Listen attentively to spoken language and show understanding by joining in and responding</div> <div>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</div> <div>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</div> <div>Speak in sentences, using familiar vocabulary, phrases and basic language structures</div> <div>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</div>	<div>The children will know how to shop in a supermarket; they will understand when they hear sums of money in euros, such as how much they have to pay at the checkout and will be able to work out payment and change.</div> <div>The children will know the names of snack foods and drinks.</div> <div>They will know how to say what they like and don't like to eat.</div>	<div>Listen attentively to spoken language and show understanding by joining in and responding</div> <div>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</div> <div>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</div> <div>Speak in sentences, using familiar vocabulary, phrases and basic language structures</div> <div>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</div>			

SUBJECT CURRICULUM LONG TERM PLAN

SUBJECT CURRICULUM LONG TERM PLAN

<p><i>le poisson</i> – fish (reminder) <i>La viande</i> - meat <i>Les légumes</i> – vegetables <i>Les pommes de terre</i> – potatoes <i>Les haricots verts</i> – green beans <i>La salade</i> – salad <i>Les fruits</i> - fruit <i>un fruit</i> – a (piece of) fruit <i>l'eau</i> – water <i>Bon appétit!</i> – Enjoy you meal! <i>Qui veut...</i> - Who wants... <i>Veux-tu...</i> - Do you want... <i>Je veux/je voudrais...</i> - I want/I would like... <i>...du pain?</i> – some bread? <i>...de l'eau?</i> – some water? <i>...de la salade?</i> - some salad? <i>...des frites?</i> – some chips? <i>...un coca?</i> – a coke <i>Oui, je veux bien</i> - Yes, I would like some <i>Non, merci</i> - No, thanks</p> <div data-bbox="123 1204 347 1348"> <p>EXTRA WORDS AND PHRASES <i>Oui merci</i> - Yes please. <i>Non merci</i> - No thanks. <i>Merci beaucoup</i> Thank you very much NOTE: "merci" on its own is often understood as "No thanks!" <i>Talking Dictionary</i></p> </div> <p>Ice-cream (French 2 Ch 12)</p>	<p>Revisit numbers</p> <p>Look at key sounds in words – where have we heard them before?</p> <div data-bbox="403 287 638 821"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before? ɛ as in <i>pain</i> Heard before in: <i>lapin, cinq</i> ɑ as in <i>viande</i> Heard before in: <i>janvier, cent</i> y as in <i>légume</i> Heard before in: <i>salut, tu</i> o as in <i>haricot, eau</i> Heard before in: <i>beau, euro</i> ø as in <i>veux</i> Heard before in: <i>bleu, deux, jeudi, euro</i> i as in <i>fruit, viande, appétit</i> Heard before in: <i>merci,</i> ɛ as in <i>s'il vous plaît, voudrais</i> Heard before in: <i>mais, Calais, français</i> u as in <i>vous</i> Heard before in: <i>tout, Boulogne</i> œ as in <i>haricot verts, fruit, plaît</i> seen before in: <i>heure, Calais</i> <i>See Talking dictionary</i></p> </div> <div data-bbox="403 845 638 1197"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before? ʃ as in <i>pistache, chocolat</i> Heard before in: <i>gauche, chat</i> i as in <i>vanille, pistache</i> Heard before in: <i>piscine, souris</i> j as in <i>vanille</i> Heard before in: <i>cahier, famille,</i> R as in <i>fraise</i> Heard before in: <i>vacération, rouge,</i> œ as in <i>parfum</i> Heard before in: <i>un, lundi</i> <i>see Talking Dictionary</i></p> </div>	<p>Dictionary skills – looking up additional food/ice-cream flavour words.</p> <p>Drama – restaurant role-play</p> <p>English – asking and answering questions</p> <p>English – Inspired by the story '<i>Qui veut une glace au chocolat?</i>' children could create a simple 'lift-the-flap' books using the French they know.</p> <p>Art – design a poster advertising ice-cream flavours. Link with the previous chapters on numbers and euros.</p> <p>History – investigate the history of French ice cream</p> <p>DT – make your own ice cream</p>	<p>been eaten? 'The Dodgy Waiter game' etc – turn taking</p> <p>Manners – e.g. please, thank you, I would like...</p> <p>Opportunities to compare the food eaten in different countries.</p> <p>Healthy eating – understanding that treats should be part of a balanced diet.</p>	<p><i>le roller</i> - skating <i>la natation</i> – swimming <i>l'équitation</i> – horse-riding <i>La voile</i> – sailing <i>La char à voile</i> – sand-yachting <i>Faire du cerf volant</i> – kite-flying <i>Regarder la télé</i> - watching the TV <i>Qu'est-ce que tu aimes faire?</i> - What do you like to do? <i>Je déteste...</i> - I hate... <i>On a ... à quelle heure?</i> - What time do we have...? <i>...avant ou après le déjeuner?</i> - ...before or after lunch? <i>...à deux heures?</i> – at two o'clock <i>On a ... à 11 h aujourd'hui</i> - ...is at 11 o'clock today <i>Le mardi, on a ...</i> - We have... on Tuesdays.</p> <div data-bbox="1153 1077 1366 1340"> <p>EXTRA WORDS AND PHRASES Giving reasons * <i>... pourquoi? C'est super</i> ... why? It's great <i>C'est ...cool</i> - It's cool <i>facile</i> - easy <i>difficile</i> - difficult <i>intéressant</i> - interesting <i>ennuyeux</i> - boring <i>amusant</i> - fun NOTE to teachers: when you use the phrase, "c'est ..." (it is ...) the adjective stays in the masculine form, e.g. <i>J'aime la voile, c'est amusant</i> - See chapter 2.12 for more words <i>see Talking Dictionary</i></p> </div>	<p>relationships between children and builds on previous chapters within French 1 and 2.</p> <p>Revisit <i>J'aime/je n'aime pas</i> - I like/ I don't like...</p> <p>Look at key sounds in words – where have we heard them before?</p> <div data-bbox="1422 614 1635 965"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before? ɛ as in <i>natation, équitation</i> Heard before in: <i>marron, crayon</i> i as in <i>natation, équitation</i> Heard before in: <i>vanille, famille</i> wa as in <i>voile, char à voile</i> Heard before in: <i>poisson, toi</i> ɑ as in <i>regarder</i> Heard before in: <i>demie, deux, le</i> R as in <i>regarder, roller</i> Heard before in: <i>fraise, rouge,</i> (Listen to the native speakers - try to copy their typically French sounds.) <i>Talking Dictionary</i></p> </div> <p>'School subjects' builds on 'Days of the week' (Yr4 Spring 1) and 'What's the time?' (Yr5 Autumn 2)</p> <p>Look at the key sounds in words – where have we heard them before?</p>	<p>Maths – Statistics Children could carry out surveys to find out the most popular hobbies/favourite subjects</p> <p>Art – children could design a frieze/display showing their favourite sporting activities/subjects.</p> <p>Geography – imaginary town project. Create a plan of where leisure facilities might be sited.</p> <p>Drama – mimes linked to favourite subjects.</p> <p>Encourage children to use French when talking about what lessons are on the day's timetable.</p> <p>Computing – children could create video diaries to present a typical day at school.</p>	<p>Health and well-being – what do the children do to relax?</p> <p>Play 'snap' and 'pelmanism' etc – turn taking</p> <p>Comparing likes and dislikes – respecting and celebrating differences.</p>
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SUBJECT CURRICULUM LONG TERM PLAN

<p><i>une glace</i> – an ice cream <i>les/des glaces</i> – ice creams <i>vanille</i> – vanilla <i>fraise</i> – strawberry <i>pistache</i> - pistachio <i>chocolat</i> - chocolate (reminder) <i>Quel parfum?</i> – What flavour? <i>une boule</i> – I one scoop <i>une glace à la vanille</i> - a vanilla ice cream <i>J'adore...</i> - I love... <i>J'aime...</i> - I like (reminder)</p>				<div data-bbox="1144 86 1364 357"> <p>EXTRA WORDS AND PHRASES MORE SPORTS & PASTIMES</p> <ul style="list-style-type: none"> ● <i>la trottinette</i> - scooter ● <i>le cyclisme</i> - cycling <i>le basket</i> - basketball <i>la danse</i> - dancing <i>la gymnastique</i> - gymnastics <i>le judo</i> - judo <i>le rugby</i> - rugby ● <i>le tennis</i> - tennis <i>les randonnées (à pié)</i> - walks (rambles) <i>les jeux électroniques</i> - computer games <i>un vélo tout-terrain (VTT)</i> - a mountain bike ● - included on activity sheet & e-flashcards <p>see Talking Dictionary</p> </div> <p>School subjects (French 2 Ch 14)</p> <p><i>le sport</i> – games (sport) <i>la technologie</i> – technology <i>l'anglais</i> – English <i>le français</i> - French <i>les maths/mathématiques</i> – Maths <i>la matière</i> - subject or lesson <i>Quelle est ta matière préférée?</i> – What's your favourite lesson? <i>Ma matière préférée, c'est...</i> - My favourite lesson is... <i>Qu'est-ce que tu aimes faire à l'école?</i> – What do you like doing at school? Reminders: <i>J'adore...</i> - I love... <i>Je déteste...</i> - I hate <i>J'aime...</i> - I like <i>Je n'aime pas...</i> - I don't like...</p>	<div data-bbox="1422 86 1637 331"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>ʒ as in <i>technologie</i> Heard before in: <i>bonjour rouge</i></p> <p>ʃ as in <i>anglais, français</i> Heard before in: <i>mère, frère, Calais</i></p> <p>è as in <i>préférée, déteste</i> Heard before in: <i>déjeuner, récréation</i></p> <p>ti as in <i>maths, matière</i> Heard before in: <i>bibliothèque, Thomas</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>see Talking Dictionary</p> </div>		
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SUBJECT CURRICULUM LONG TERM PLAN

				<div><div>EXTRA WORDS AND PHRASES</div><div>More SCHOOL SUBJECTS</div><div>la gym(nastique) - gymnastics</div><div>l'éducation physique (f) - PE</div><div>or l'EPS (f)</div><div>l'art/ le dessin - art/ drawing</div><div>la citoyenneté - citizenship</div><div>la géo - geography</div><div>l'histoire (f) - history</div><div>l'informatique (f) - ICT</div><div>la musique - music</div><div>l'éducation religieuse - RE</div><div>les sciences (f) - science</div><div>THE SCHOOL ROUTINE</div><div>l'appel - the register</div><div>la récréation - playtime</div><div>le déjeuner - lunchtime</div><div>Hear these phrases pronounced in the Talking Dictionary</div><div>Talking Dictionary</div></div> <div>Revision</div>			
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Children will know the French words for some foods eaten for meals.</p> <p>Children will know how to ask and offer foods to others.</p> <p>Children will know the French words for different ice-cream flavours and how to say what they want in a café or a home setting.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>		<p>Children will know the French words for some leisure activities.</p> <p>Children will know how to answer the question <i>Qu'est-ce que tu aimes faire?</i></p> <p>Children will know how to say what they like and don't like doing in their leisure time.</p> <p>Children will know how to answer the question <i>Que'est-ce-que tu aimes faire à l'école?</i></p> <p>Children will know the French words for some of the subjects they learn at school.</p> <p>Some children will know how to talk about their school timetable, using their knowledge of days of the week and times.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	



SUBJECT CURRICULUM LONG TERM PLAN

	<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>		<p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>
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St John's Primary School

SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR6

Autumn Term 1				Autumn Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Revision of Year 3, 4 & 5 topics:</p> <ul style="list-style-type: none"> -Greetings, goodbyes -How are you? -What's your name? -How old are you? -Family -Brothers & sisters -Pets -Colours -Months -Birthdays -Days of the week -Where you live -Weather <p>What are you wearing? (French 2 Ch 15)</p> <p><i>un pyjama</i> – pyjamas <i>un tee-shirt</i> – T-shirt <i>un sweatshirt</i> – sweatshirt <i>un jean</i> – jeans <i>un pantalon</i> – trousers <i>un short</i> – shorts <i>un pull</i> – jumper <i>un chapeau</i> – hat <i>une veste</i> – jacket <i>une robe</i> – dress</p>	<p>Revisit:</p> <ul style="list-style-type: none"> 'le' (masculine) 'la' (feminine) 'l' (if word begins with a vowel or silent 'h') 'les' (if the noun is plural) <p>how adjectives are used</p> <p>Look at key sounds in words – where have we heard them before?</p> 	<p>Encourage children to use French clothing words when getting changed from PE and at the end of the day when organising their belonging.</p> <p>Statistics – data handling. Surveys about favourite clothes and foods.</p> <p>French dictionary – look up additional items of clothing.</p> <p>Drama – shopping for clothes role-play/fashion show, café</p> <p>Art – design poster for the fashion show.</p> <p>Music – learn to sing 'La machine à</p>	<p>Play games such as 'the dressing mine', 'true or false', 'swap chairs', 'pack a suitcase', 'What are you wearing?', 'dressing for the weather', 'picture consequences', 'Chinese Whispers', 'find the sound', 'Pelmanism' and 'jumbled words'.</p> <p>Opportunity to discuss the pros and cons of wearing a school uniform as French children do not wear uniforms to school.</p> <p>Opportunity to discuss what fashion means to the children.</p>	<p>Parts of the body (French 3 Ch 2)</p> <p><u>PART A: "Head, shoulders" song</u></p> <p><i>le corps</i> – body <i>la tête</i> – head <i>l'épaule (f)/les épaules</i> – shoulder(s) <i>le genou/les genoux</i> – knee(s) <i>le pied/les pieds</i> – foot/feet <i>l'oeil (m)/les yeux</i> – eye(s) <i>l'oreille (f)/les oreilles</i> – ear(s) <i>la bouche</i> – mouth <i>le nez</i> – nose <i>le bras/les bras</i> – arm(s) <i>la main/les mains</i> – hand(s) <i>le doigt/les doigts</i> – finger(s) <i>la jambe/les jambes</i> – legs</p>	<p>Look at key sounds in words – where have we heard them before?</p> <p>PART A</p> 	<p>Music – learn to sing 'Tête, épaules, genoux et pieds', 'Savez-vous planter les coux?', 'Jean Petit qui danse'.</p> <p>DT – opportunity to make simple cut-out 2D puppets with moveable limbs using paper fasteners.</p> <p>PE – play Twister/improvised version using PE equipment.</p> <p>History – discuss that the language of ballet was originally developed in the royal court of King Louis XIV during the 17th century. Interested pupils could make a list of ballet words. Link with Degas and his 19th century ballet paintings.</p>	<p>Opportunity for playing a variety of games, e.g. 'Twister', 'Guess what it is', 'True or false', 'the body game', 'Jaques a dit', 'Touchez l'image', 'Guess the celebrity', 'Picture dictation', 'jigsaw puzzle'.</p> <p>Opportunities to compare how Halloween is celebrated in Britain and France.</p> <p>Opportunities to discuss the origins of the song 'Jean Petit qui danse'.</p> <p>Opportunities to compare circus's around the world.</p>

SUBJECT CURRICULUM LONG TERM PLAN

une jupe – skirt
des chaussettes (f) – socks
des chaussures (f) – shoes
des baskets (f) trainers
des vêtements (m) clothes
Qu'est-ce que tu portes? – What are you wearing?
Je porte – I am wearing

EXTRA WORDS AND PHRASES

Things to wear

une chemise - shirt
un anorak - anorak
des lunettes (f) - glasses
un uniforme - uniform

Phrases

il/elle porte...
 he/she is wearing...
 Hear these extra phrases pronounced on the Talking Dictionary:

Talking Dictionary

grand(e) – big
petit(e) – small
une petite veste violette - a small purple jacket
un grand tee-shirt jaune – a big yellow T-shirt

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

i as in *petit, jean*
 Heard before in: *piscine, pâtisserie*

a as in *grand, pantalon, vêtements*
 Heard before in: *blanc*

Talking Dictionary

Learning to describe clothing builds on 'Colours' (Yr 3 Summer 1)
 'Classroom objects' (Yr 5 Autumn 2)

'Healthy Eating' builds on 'Food and Drink' (Yr 5 Spring 2) and 'Enjoy your meal' (Yr 5 Summer 1)

Look at key sounds in words – where have we heard them before?

PART A

KEY SOUNDS in part A
 Listen and enjoy copying these typical sounds: where have you heard them before?

NEW e as in... *santé, café, légumes*
 heard before in *marché, écouter*
 (as in the English: may without the final y)

3 as in... *végétarien, mange*
 heard before in *jambon, orange*

a as in... *santé, orange, sandwich*
 heard before in *jambon, viande*

5 as in... *bon, saucisson*
 heard before in *jambon, poisson*

o as in... *mauvais, saucisson*
 heard before in *chaud*

w as in... *moins, poisson, fois*
 heard before in *oiseau, huit*
 (as in the English: wet)

i as in... *sauvignon, sandwich*
 heard before in *frites, chips*

i as in... *fruit, frites, gâteau*
 seen before in *salut, habite*

e-flashcards part A

laver (Collins
 Singing French)

History –How has fashion changed since Louis XIV?

Science – the importance of a balanced diet and food groups.

Ask the children what they have eaten for lunch
Qu'est-ce que tu as mangé pour le déjeuner?

English – telling jokes.

English – past tense

DT – opportunity to make pancakes and test filling.

Compare foods eaten at picnics.

Play games such as 'silly sandwich', 'the biggest sandwich' and 'human sentence'.

Compare Pancake Day in Britain, France and other French-speaking countries.

PART B: Talking about body parts

la danse – dance/dancing
je fais de la danse – I do dancing/I go to dance classes)

PART C: Describing people and monsters

Part C: NEW WORDS
les cheveux (m. plural) - hair *
 *NOTE: French people talk about 'the hairs'.

C1: Describing people
J'ai les cheveux... (blonds / bruns*)
 My hair is... (blond / brown)
 *NOTE: brown hair is 'bruns' not 'marrons'
J'ai les cheveux... (longs / courts)
 My hair is... long / short
J'ai les yeux... (bleus / marrons)
 My eyes are... (blue / brown)
Il a les yeux... (bleus / marrons)
 His eyes are... (blue / brown)
Elle a les cheveux... (longs / courts)
 She has long / short hair
Je suis... (grand / petit)
 I am... (tall / short)
Je suis... (grande / petite)
 I am... (tall / short)

C2: Describing "monsters"
le monstre - monster
le ventre - tummy
Ce monstre est... (grand / petit)
 This monster is... (big / small)
Ce monstre a... (trois yeux)
 This monster has... (three eyes)

e-flashcards part C

Circus school
 (French 3 Ch 3)

PART A: Circus activities

l'école du cirque – circus school
le grand chapiteau – big top
le trapeze – trapeze
la boule – ball
le diabolo – diabolo
le mat chinois – Chinese pole
l'assiette chinoise (f) – Chinese plate
le fil – tightrope

PART B

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

a as in... *danse, jambe*
 heard before in *grand(e), France, vent*

e as in... *main*
 heard before in *lapin, moins*

3 as in... *jambe, genou*
 heard before in *jaune, bonjour*

w as in... *doigt*
 heard before in *oui, oiseau, droit, voici*
 (as in the English: wet)

e as in... *saviez, planter, chez, touché*
 heard before in *santé, épaupe, ajouter*

i as in... *doigt, fais, bras, choux, nous*
 seen before in *salut, habite*
 (Listen to the native speakers - try to copy their typically French sounds.)

e-flashcards part B

PART C

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

a as in... *grand(e), jambe*
 heard before in *France, vent*

5 as in... *monstre, blond, long*
 heard before in *marron, pantalon*

j as in... *cheveux*
 heard before in *chat, gauche, bouche*

3 as in... *je, j'ai, jambe, genou*
 heard before in *jaune, bonjour*

o as in... *cheveux*
 heard before in *yeux, euro, neuf, bleu*

u as in... *genou, bouche, court(e)*
 heard before in *boules, tous, ou est*
 (as in the English: to eat)

i as in... *il, petit*
 heard before in *voici*

i as in... *blond, court, grand, cheveux, petit*
 seen before in *salut, habite*

e-flashcards part C

Revisit silent letters
 e.g. *salut, juillet, le chocolat, les frites,*

Art – design a monster

English – jokes

PE – circus performances, 'Simon Says'. (Jacques a dit..)

Drama – mining and guessing circus activities.

Geography - The circus school depicted in the film clips comes from Lille. Locate this on maps.

Healthy eating
(French 3 Ch 1)
PART A: Healthy eating

la santé – health
...est bon pour la santé – ...is healthy
...est mauvais pour la santé – is unhealthy
assez bon(ne) – quite healthy
très bon(ne) – very healthy

le pique-nique – picnic
les pâtes (f) – pasta
le saucisson – sausage (sliced)
le maïs – sweetcorn
les tomates (f) – tomatoes
un sandwich... – a sandwich
...au fromage – cheese sandwich
...au jambon – ham sandwich

KEY SOUNDS in food groups
Listen and enjoy copying these typical sounds: where have you heard them before?

NEW **e** as in... *féculent, sucré, salé, laitier, végétarien*
heard before in *café, légumes*

a as in... *vienne, santé, orange, sandwich* heard before in *jambon*

o as in... *poisson, boisson* heard before in *jambon, bon*

w as in... *maison, boisson, foie, poisson, produits*

i as in... *huile, fruit, produits* heard before in *frites, chips*

ai as in... *fruit, gras, gâteau, produits, lait* heard before in *salut, frites*

e-flashcards, A extra

KEY SOUNDS in part B
Listen and enjoy copying these typical sounds: where have you heard them before?

NEW **e** as in... *j'ai mangé, déjeuner, steak-haché, citron pressé* heard before in *santé, café, légumes*

a as in... *hamburger, je mange* heard before in *jambon, santé*

w as in... *je bois, pois, macédoine, mojos* heard before in *oiseau, huit*

i as in... *kiwi, Quick O'hier* heard before in *frites, chips*

NEW **y** as in... *bu* heard before in *salut, tu, pendu*

ai as in... *abricot, dessert, haché, bois, pois, fruit*

e-flashcards, part B

KEY SOUNDS in part C
Listen and enjoy copying these typical sounds: where have you heard them before?

NEW **e** as in... *mélanger, ajouter, sucré, salé* heard before in *santé, café, légumes*

a as in... *mélanger, je mange* heard before in *jambon, santé*

o as in... *ajouter, mélanger* heard before in *mange, orange*

i as in... *farine, huile, garniture* heard before in *frites, chips*

o as in... *châuffer, ajouter* heard before in *mauvais, chaud*

ai as in... *huile, lait, bois, oeufs, chocolat*

e-flashcards, part C

la jonglerie – juggling
l'acrobatie – acrobatics

Qu'est-ce que tu fais?
– What are you doing? (individual)

Je fais de... – I'm doing some...

Qu'est-ce que vous faites? – *What are you doing?*
Nous faisons... – *We're doing...* (group)

A3: EXTRA WORDS
A3: Teacher questions
*Le weekend, qu'est-ce que tu fais? **
What do you do at weekends?
*Qu'est-ce que tu fais le samedi? **
What do you do on Saturdays?
*NOTE: either word order is OK
*Qu'est-ce que tu fais pour être en forme? **
What do you do to keep fit?
*Qu'est-ce que tu fais le weekend pour être en forme? **
What do you do at weekends to keep fit?

A3: Possible pupil replies (REVISION)
Je fais du... (football)
I do (some)... (football)
...de l'équitation – horse-riding
...de la natation – swimming
Je vais à l'école du cirque
I go to the circus school

e-flashcards A3

A4: NEW WORDS
A4: He/she
il / elle fait du trapèze
he / she does trapeze

A4: They
ils font du fil
They do tightrope
elles font du diabolo*
They do diabolo
*NOTE: 'elles' only used for all girls.

e-flashcards A4

PART B: What I like doing

Qu'est-ce que tu aimes faire? – What do you like doing?
J'aime faire de... I like doing...

Qu'est-ce que tu n'aimes pas faire? –

KEY SOUNDS
Listen and enjoy copying these typical sounds: where have you heard them before?

i as in... *assiette chinois(e), diabolos, cirque* heard before in *piscine, ville, six*

j as in... *chinoise(e), chapiteau* heard before in *chat, chocolat*

w as in... *chingie* heard before in *oiseau*

u as in... *boule, nous* heard before in *genou, tous, bouche* [as in the English: *to eat*]

s as in... *faisons* heard before in *crayon, pantalon*

ai as in... *mat, fais, nous faisons* seen before in *doigt, bras*

e-flashcards A1

KEY SOUNDS
Listen and enjoy copying these typical sounds: where have you heard them before?

i as in... *fil, monocycle, jonglerie, acrobatie* heard before in *piscine, ville, six*

o as in... *jonglerie* heard before in *jour, orange*

s as in... *jonglerie* heard before in *crayon, pantalon*
(Listen to the native speakers - try to copy their typically French sounds.)

e-flashcards A2

'Parts of the body'
links with 'Colours'
(Yr 3 Summer 1)

'Circus School' builds on "Leisure activities" (Yr 5 Summer 2) and 'Parts of the Body'.

Look at key sounds in words – where have we heard them before?

PART A

PART A: Healthy eating

la santé – health
...est bon pour la
santé - ...is healthy
...est mauvais pour la
santé – is unhealthy
assez bon(ne) – quite
healthy
tréz bon(ne) – very
healthy

le pique-nique – picnic
les pâtes (f) – pasta
le saucisson – sausage (sliced)
le maïs – sweetcorn
les tomates (f) – tomatoes
un sandwich... – a sandwich
...au fromage – cheese sandwich
...au jambon – ham sandwich

PART B

PART C

A3: EXTRA WORDS

A3: Teacher questions

Le weekend, qu'est-ce que tu fais?
What do you do at weekends?
Qu'est-ce que tu fais le samedi? *
What do you do on Saturdays?
 *NOTE: either word order is OK

Qu'est-ce que tu fais pour être en forme?
What do you do to keep fit?
Qu'est-ce que tu fais le weekend pour être en forme?
What do you do at weekends to keep fit?

A3: Possible pupil replies (REVISION)

Je fais du... (football)
I do (some)... (football)
...de l'équitation ...horse-riding
...de la natation ...swimming
Je vais à l'école du cirque
I go to the circus school

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A4: NEW WORDS

A4: He/she
il / elle fait du trapèze
 he / she does trapeze

A4: They
ils font du fil
 They do tightrope
elles font du diabol
 They do diabolo

*NOTE: 'elles' only used for all girls.

e-flashcards A4

PART B: What I like
doing

Qu'est-ce que tu aimes faire? – What do you like doing?
J'aime faire de... I like doing...
Qu'est-ce que tu n'aimes pas faire? –

huit, le 'hamster' and link with new vocabulary.

'Parts of the body'
links with 'Colours'
(Yr 3 Summer 1)

'Circus School' builds on "Leisure activities' (Yr 5 Summer 2) and 'Parts of the Body.

Look at key sounds in words – where have we heard them before?

PART A

KEY SOUNDS
Listen and enjoy copying these typical sounds: where have you heard them before?

i as in... *as*si*ette ch*i*noise*e*),
*diab*o*lo, ci*q*ue*
heard before in *pi*s*cine, vi*l*le, si*x***

j as in... *ch*i*noise*e*), ch*ap*iteau*
heard before in *ch*at*, ch*ocol*at*

w as in... *ch*ing*is*,
heard before in *oi*se*au*

u as in... *bou*l*e, nous*,
heard before in *gen*ou*, f*ou*s, bou*che**
[as in English: to *eat*]

s as in... *fai*so*ns*
heard before in *crayon, pantalon*

e as in... *mat, fai*g*, nous fai*so*nt*
heard before in *doi*g*t, br*ag**
e-flushcard **A1**

KEY SOUNDS
 Listen to the copy, copying these typical sounds: where have you heard them before?

1 as in... fi, monocycle,
jonglerie, acrobatie
 heard before in piscine, ville, six

3 as in... jonglerie,
 heard before in jour, orange

5 as in... jonglerie,
 heard before in crayon, pantalon
 (Listen to the native speakers - try to copy their typically French sounds.)

c - ashboards 42

SUBJECT CURRICULUM LONG TERM PLAN

Je mange... - I eat/I am eating...
J'ai mangé... - I ate...
Je bois... - I drink/I am drinking...
J'ai bu... - I drank...
hier - yesterday

Part B: EXTRA WORDS
Teacher questions about past eating
 Qu'est-ce que tu as mangé...hier?
 What did you eat... yesterday?
 ...pour le déjeuner?
 What did you eat... for lunch?
 Qu'est-ce que tu as bu (hier)?
 What did you drink (yesterday)?
 ...la semaine dernière- ...last week

e-flashcards, part B

PART C: Making pancakes (optional section)

la crêpe – pancake
ajouter – add
mélanger – mix
laisser reposer – leave to rest
faire cuire – cook
faire chauffer – heat
la farine – flour
un oeuf/less oeufs – egg(s)
le lait – milk
le sucre – sugar
le sel – salt
l'huile – oil
le beurre – butter
la pâte – batter/pastry/dough
environ une heure – about an hour
une cuillère de... – one spoon of...
une pincée de... - a pinch of...

C2 and C3: NEW WORDS
Instructions: Simon says, warm-up
l'échauffement (m) - the warm-up
tournez...(la tête) - turn (your head)
courez... - run
sautez... - jump
lancez...(la balle) - throw... (the ball)
1 = a small ball e.g. tennis
(le ballon) - (the ball)
2 = football or rugby ball
attrapez... - catch

Examples of instructions
mains...(sur la tête) - hands...(on head)
(en l'air) - (in the air)
(sur les côtés) - (by your sides)
sautez...(sur place) - jump (on the spot)
(à cloche-pied) - hop on one leg
accroupissez - squat
debout - stand up
stop! - stop!

Arranging the class
Mettez-vous... (en cercle)
 Put yourselves into... (a circle)

e-flashcards C2, C3

C4: NEW WORDS
un spectacle - show

Balancing instructions in PE
Mettez-vous en équilibre sur...
 Balance (yourselves) on....
 ...les balles - ...the balls
 ...la tête - ...your head
 ...une jambe - ...one leg
 ...le banc - ...the bench
l'équilibre - balance

Somersaults
les roulades - somersaults
la roulade avant - forward roll
la roulade arrière - backward roll

EXTRA: instructions for PE
un petit sac - a little bag (bean-bag)
Posez le petit sac en équilibre sur la tête
 Balance a bean-bag on your head
Faites une roulade avant
 Do a forward roll

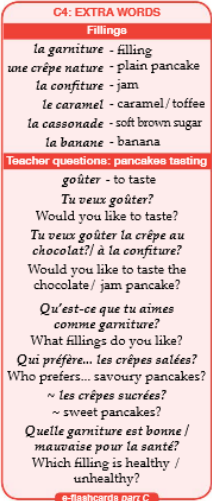
EXTRA: Presenting the show
Monsieur Loyal - ringmaster
Voici Monsieur Loyal! - Here is the ringmaster!
Voici (Romain)! Il fait... (du trapèze)!
 This is (Romain)! He's doing trapeze!
Voici (Tristan et Victor)!
Ils font... (du diabolo)!
 This is...! They're doing diabolo!
Voici (Maille et Mariel)!
Elles font... (du rola bola)!
 This is...! They're doing rola bola!

EXTRA: Interviews in the show
Qu'est-ce que tu fais dans le spectacle?
 What are you doing in the show? (is 1 CHILD)
Qu'est-ce que vous faites dans le spectacle?
 What are you doing in the show? (is CHILDREN)
À l'école, qu'est-ce que tu fais en sport?
 At school, what do you do in PE? (is 1 CHILD)

e-flashcards C4

Christmas song –
 'Mon beau sapin'



SUBJECT CURRICULUM LONG TERM PLAN

<p>¾ de litres de... - ¾ litre of... <i>un peu de...</i> - a little of... <i>la crêperie</i> – pancake restaurant <i>une crêpe au chocolat</i> – chocolate pancake <i>la galette</i> - thicker, savoury pancake <i>le menu d'enfant</i> – children's menu <i>en boisson</i>- for drinks?</p> 							
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>			Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Children will already know French colour words and will draw on this when describing clothing.	Listen attentively to spoken language and show understanding by joining in and responding			Children will know the names for different parts of the body.		Listen attentively to spoken language and show understanding by joining in and responding	
Children will know the French names for some items of clothing.	Explore the patterns and sounds of language through songs and rhymes and			They will know how to describe a person's appearance using familiar adjectives e.g. hair/eye colour.		Explore the patterns and sounds of language through songs and rhymes and	

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<p>They will understand the question <i>Qu'est-ce que tu portes?</i> and know how to answer.</p> <p>They will know how to describe what people are wearing, including colour and/or size.</p> <p>Children will already know some French vocabulary associated with food and drink.</p> <p>Children will know more French words for foods. They will be able to state whether picnic foods are healthy or unhealthy.</p> <p>They will be able to understand past tense questions about what they have eaten and drunk and will also be able to talk about the foods they have eaten.</p> <p>They will be able to get the gist of what is being said at a natural pace.</p> <p>They will know and use French language associated with making and eating pancakes.</p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features</p>	<p>They will be able to get the gist of what is being said at a natural pace.</p> <p>They will know how to talk about what circus actions they and their peers are doing. Some children may be able to comment on how difficult they find the activities. They may produce extended sentences using '<i>parce que</i>'.</p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to</p>
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		and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.			build sentences; and how these differ from or are similar to English.		
Spring Term 1				Spring Term 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Mini-beasts (French 3 Ch 4) <u>PART A: Mini-beasts in the forest</u> <i>la forêt</i> – forest <i>un arbre</i> – tree <i>une feuille</i> – leaf <i>le sol</i> – soil/earth <i>en automne</i> – in autumn <i>les feuilles...</i> – the leaves <i>tombent</i> – fall <i>restent</i> – lie <i>les feuilles mortes</i> – dead leaves <i>un champignon</i> – mushroom	Revisit 'Oui/Non', 'le/la' Look at key sounds in words – where have we heard them before? PART A 	Science – animal habits, mini-beasts and food chains. Opportunities to go on mini-beast hunts or create Top Trump animal cards. Maths – seasons Music – learn to sing 'Petit escargot' (opportunity to add actions to support SEND pupils), 'L'araignée gypsy' English – jokes Geography – map work locating <i>le Parc Départemental d'Olhain</i> near	Opportunities to debate the importance of parks. Play games such as 'Jigsaw puzzle', Pelmanism, 'Identification game', 'Guess who?', 'Beetle Drive', 'What do you eat?', miming games, true or false. 'Run to your class', classification games, 'Top Trump' card games, 'Where do you live?', human sentences. Compare the song 'L'araignée Gypsy' with 'Incy Wincy Spider'.	Morocco (French 3 Ch 6) <u>PART A: J'habite au Maroc</u> <i>Où habites-tu?</i> – Where do you live? <i>J'habite au/à...</i> – I live in... <i>le désert du Sahara</i> – Sahara Desert <i>l'océan Atlantique</i> – Atlantic Ocean <i>les montagnes de l'Atlas</i> – Atlas Mountains <i>la mer Méditerranée</i> – Mediterranean Sea <i>le Maroc</i> – Morocco <i>l'Espagne</i> – Spain <i>l'Algérie</i> – Algeria <i>en Afrique du nord</i> – in North Africa <i>Sur quelle continent est...?</i> – On which continent is...?	'Morocco' links with 'Where do you live?' (Yr 4 Summer 1) Look at key sounds – where have we heard them before? PART A  Part B: <i>En famille</i> provides opportunities to revise language covered in 'Family' (Yr 3 Spring 2).	Geography – learn about Morocco. Locate the three towns depicted in the video clips – Rabat, Khémisset and Aït Ouah. Compare the weather to Britain. History – opportunities to discuss the history of Morocco, leading to the French colonisations. History – opportunities to learn about the Barbary pirates. Compare English and Moroccan pirates. RE – Islam Art – learn about the artist Eugène Delacroix	Opportunities to compare home-life, culture and schooling in Britain and Morocco. Part B compares two families having a meal at home. Part C contrasts how people shop in cities compared to rural areas of Morocco. Challenge stereotypes. Opportunities to discuss how school days start with a flag ceremony and national anthem. Discuss the citizenship documents shown in the online

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<p>(ils) poussent – (they grow)</p> <p>Qui habite ici? – Who lives here?</p> <p>les petites bêtes - mini-beasts</p> <p>un cloporte – woodlouse</p> <p>une fourmi – ant</p> <p>une araignée – spider</p> <p>un scarabée – beetle</p> <p>un mille-pattes – a millipede or centipede</p> <p>une mouche – a fly</p> <p>un ver de terre – (earth) worm</p> <p>un escargot – snail</p> <p>une chenille – caterpillar</p> <p>un papillon – butterfly</p> <p>une coccinelle – ladybird</p> <p>une abeille – bee</p> <p>une guêpe – wasp</p> <p>un pou – louse</p> <p>Qu'est-ce-que c'est? – What is it?</p>	<div data-bbox="383 86 607 427"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>f as in... <i>fourmi, mille-pattes, chenille</i> heard before in <i>diabolo, facile, six</i></p> <p>e as in... <i>scarabée, araignée</i> heard before in <i>assez, ajouter</i></p> <p>j as in... <i>chenille, mouche</i> heard before in <i>chat, chinois</i></p> <p>i as in... <i>chenille</i> but not <i>mille-pattes</i> heard before in <i>feuille, oeil</i></p> <p>NEW n as in... <i>araignée</i> heard before in <i>campagne</i></p> <p>as in... <i>escargot</i> seen before in <i>tombent, bras</i></p> <p>e-flashcards A2</p> </div> <p>PART B</p> <div data-bbox="383 523 607 804"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>i as in... <i>coquille</i> heard before in <i>diabolo, mille-pattes</i></p> <p>a as in... <i>antenne</i> heard before in <i>lansez, jambe</i></p> <p>j as in... <i>coquille</i> heard before in <i>chenille</i> not <i>mille-pattes</i></p> <p>as in... <i>pattes, ailes</i> seen before in <i>escargot, c'est</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>e-flashcards B1</p> </div> <p>PART C</p> <div data-bbox="383 1059 607 1308"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>insecte</i> heard before in <i>mat, lapin, moine</i></p> <p>j as in... <i>je mange</i> heard before in <i>jonglerie, orange</i></p> <p>W as in... <i>quoi</i> heard before in <i>moins, oiseau</i></p> <p>as in... <i>mangent, poussent</i> seen before in <i>mat, fais, doit, bras</i></p> <p>e-flashcards C1/C2</p> </div> <p>'At the zoo' builds on 'Mini-beasts'. It also requires the children</p>	<p>Béthune and Zoo de Lille.</p> <p>Dictionary work – look up additional animals, adjectives</p> <p>Geography – identifying the continents that animals come from.</p> <p>Maths – opportunities to link with Statistics by carrying out surveys to find out about favourite animals.</p> <p>Art – design a new animal for 'Switcheroo-zoo' or design own zoo</p> <p>History – opportunities to talk about the history of zoos and how they have evolved.</p>	<p>Opportunities to debate the pros and cons of zoos.</p>	<p>Quelle est la capitale...? – What is the capital of...?</p> <p>...c'est dans quel pays? - What country is ...in?</p> <p>Quelle est ta nationalité? – What is your nationality?</p> <p>Je suis... – I am...</p> <p>Britannique – British + any other nationalities which are pertinent to your class</p> <p>...en Grande-Bretagne – in Great Britain</p> <p>Quelle(s) langue(s) parles-tu? – What language/s do you speak?</p> <p>Je parle... – I speak...</p> <p>...anglais – English + any other languages relevant to your class.</p> <p>PART B: En famille Il est fermier – he's a farmer elle fait du pain – she's making the bread ...du thé à la menthe - ...mint tea on mange du couscous – they eat couscous se laver les mains – wash your hands</p>	<p>Look at key sounds – where have we heard them before?</p> <p>PART B</p> <div data-bbox="1391 272 1615 537"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>f as in... <i>famille, lle</i> heard before in <i>taille, oreille, oeil</i></p> <p>u as in... <i>couscous,</i> heard before in <i>genou, boule, tous</i></p> <p>i as in... <i>olives, tagine, fermier, famille, fils, fille</i> heard before in <i>piscine, diabolo</i></p> <p>a as in... <i>tante, menthe</i> heard before in <i>panda, jambe</i></p> <p>e-ashcards B1/B2</p> </div> <p>Revision of language relating to food (Yr 5 Spring 2 & Summer 1)</p> <p>Look at key sounds – where have we heard them before?</p> <p>PART C</p> <div data-bbox="1391 959 1615 1367"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>u as in... <i>courages, baboukes, souk, ouvert</i> heard before in <i>couscous, genou</i></p> <p>j as in... <i>achète, baboukes, marché</i> heard before in <i>bouche, chat</i></p> <p>e as in... <i>marché épices, céréales, légumes, thé</i> heard before in <i>épaulé, école</i></p> <p>a as in... <i>vêtements, viande, menthe</i> heard before in <i>mange, jambon</i></p> <p>i as in... <i>tailleur</i> heard before in <i>taille, famille, fille</i></p> <p>e-ashcards C1-3</p> </div> <p>'Travel to school' build on learning</p>	<p>Maths – Statistics. Children could carry out surveys on how they travel to school.</p> <p>Drama – children could 'tell' the story of journeys.</p> <p>History – investigate the introduction of the 'deux chevaux' (2CV)</p> <p>English – joining words</p> <p>Geography – plan a new cycle route</p> <p>Dictionary work – looking up additional names of landmarks.</p>	<p>chapter. Compare the rights and duties with our school ethos.</p> <p>Play games such as 'Where do you live?', 'True or false', 'Jigsaw puzzle', miming games, 'Pass the parcel', 'Where am I going?', 'Is it possible', 'How do I get there?' – turn taking</p> <p>'Travel to school' looks at the different ways children travel to school, which could raise questions about sustainability and the environmental impact of different modes of transport. Opportunities to talk about improvements they would like to make e.g. safer cycle routes to school. Children could discuss the pros and cons of cycling.</p>
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<p><u>PART B: Identifying mini-beasts</u></p> <p><i>des pattes (f)</i> – legs (of animals)</p> <p><i>des ailes (f)</i> - wings</p> <p><i>des antennes (f)</i> - antennae</p> <p><i>une coquille</i> – a shell</p> <p><i>Est-ce qu'il a... (des pattes)?</i> – Does it have... (legs)?</p> <p><i>Il a...</i> - it has...</p> <p><i>Il n'a pas de...</i> – it doesn't have...</p> <p><i>Combien de...a-t-il?</i> – How many...does it have?</p> <p><i>Il a...</i> – It has...</p> <p><i>Qu'est-ce que c'est?</i> – What is it?</p> <p><i>C'est...</i> - It's...</p> <div data-bbox="114 1123 327 1385"> <p>B1: EXTRA WORDS</p> <p>More identification questions</p> <p><i>est-ce qu'il a plus de 6 pattes?</i> does it have more than 6 legs?</p> <p><i>qui a quatorze pattes?</i> who has 14 legs?</p> <p><i>qui habite ici?</i> who lives here?</p> <p><i>quelle couleur est-il?</i> what colour is it?</p> <p><i>il est noir</i> it's black (masculine or unknown noun)</p> <p><i>elle est noire</i> it's black (feminine noun)</p> <p><i>est-ce que c'est un scarabée ou un cloporte?</i> is it a beetle or a woodlouse?</p> <p>e-flashcards B1</p> </div>	<p>to draw on many other previous chapters, such as numbers, pets, body parts and descriptions.</p> <p>Look at key sounds in words – where have we heard them before?</p> <p>PART A</p> <div data-bbox="383 576 600 1070"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>o as in... <i>longueur, combien, mensuration</i> heard before in <i>jambon</i></p> <p>a as in... <i>panda, en, mensuration</i> heard before in <i>jambe, fatigant</i></p> <p>o as in... <i>hauteur</i> heard before in <i>épaule, chaud</i></p> <p>e as in... <i>rhinocéros</i> heard before in <i>nez, mangé</i> (as in the English: <i>may</i> without the final <i>y</i>)</p> <p>i as in... <i>rhinocéros</i> heard before in <i>diabolo, piscine</i></p> <p>w as in... <i>poids</i> heard before in <i>bois, poisson</i> (as in the English: <i>wet</i>)</p> <p>i as in... <i>taille</i> heard before in <i>oeil, oreille</i></p> <p>as in... hauteur, poids, bras seen before in <i>pois, fait</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>e-flashcards part 2</p> </div> <p>PART B</p>			<p><i>un tagine</i> – stew, also cooking pot</p> <p><i>bienvenue chez nous!</i> – welcome to our house!</p> <p><i>la famille Charyate</i> – the Charyate family</p> <p><i>ma femme</i> – my wife</p> <p><i>mon fils</i> – my son</p> <p><i>ma fille</i> – my daughter</p> <p><i>sa copine/son copain</i> – her/his friend/mate/buddy</p> <p><u>PART C: Faisons les courses</u></p> <p><i>Faisons les courses</i> – let's go shopping</p> <p><i>Qu'est-ce qu'on achète?</i> - What shall we buy?</p> <p><i>des céréales</i> – some cereals</p> <p><i>de la farine</i> – some flour</p> <p><i>du sucre</i> – some sugar</p> <p><i>une cuisinière</i> – cooker</p> <p><i>un ordinateur portable</i>) – laptop computer</p> <p><i>une télévision</i> – TV</p> <p><i>le supermarché</i> – supermarket</p> <p><i>à la caisse</i> – at the checkout</p> <p><i>le marché</i> – market</p> <p><i>le souk</i> – traditional market</p> <p><i>les babouches</i> – slippers</p>	<p>covered in 'Places in town' and 'Directions' (Yr 4 Summer 1 & 2)</p> <p>Look at key sounds – where have we heard them before?</p> <p>PART A</p> <div data-bbox="1391 437 1608 719"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>métro, vélo, pied</i> heard before in <i>légumes, marché, épaule, école</i></p> <p>w as in... <i>voiture</i> heard before in <i>oiseau, bois, poisson</i></p> <p>è as in... <i>train</i> heard before in <i>main, lapin, moins</i></p> <p>i as in... <i>pied, avion</i> heard before in <i>taille, oreille, oeil</i></p> <p>e-flashcards A1, A2</p> </div> <p>PART B</p> <div data-bbox="1391 884 1608 1177"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>piéton, église</i> heard before in <i>métro, vélo, pied</i></p> <p>i as in... <i>piéton, pied</i> heard before in <i>taille, oreille, oeil</i></p> <p>a as in... <i>devant, nalement</i> heard before in <i>antenne, lancez, jambe</i></p> <p>è as in... <i>magasin, train</i> heard before in <i>main, lapin, moins</i></p> <p>w as in... <i>puis, ensuite</i> heard before in <i>droite, oiseau</i></p> <p>e-flashcards B1</p> </div>		
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<div data-bbox="114 89 331 272"> <p>B1: EXTRA WORDS</p> <p>Gammes like 'Beetle Driver'</p> <p><i>On va jouer au Brico-scarabée</i> Let's play DIY Beetle</p> <p><i>Qui a fini son scarabée?</i> Who has finished their beetle?</p> <p><i>lance le dé/les dés - throw the die/dice</i> <i>j'ai gagné - I've won</i> <i>tu as gagné - you've won</i> <i>à toi/vous de jouer - it's your turn(s) to play</i></p> <p>e-flashcards B1</p> </div> <p><u>PART C: Who eats what?</u></p> <p><i>Qui mange quoi? – Who eats what?</i></p> <p><i>je suis...et je mange... I am a...and I eat...</i></p> <p><i>un insect – insect</i></p> <p><i>les feuilles se décomposent – the leave decompose</i></p> <p><i>les arbres poussent – the trees grow</i></p> <div data-bbox="114 794 331 978"> <p>C1: EXTRA WORDS</p> <p>Food chain questions</p> <p><i>Que mange... (le scarabée)?</i> What does... (the beetle) eat?</p> <p><i>Il mange des feuilles mortes</i> It eats dead leaves</p> <p>Forest life cycle</p> <p><i>une graine - seed (UK/USA words)</i> <i>L'oiseau mange des graines</i> Birds eat seeds</p> <p>e-flashcards C1</p> </div> <p>At the zoo</p> <p>(French 3 Ch 5)</p> <p><u>PART A: Visit to the zoo</u></p> <p><i>le rhinoceros – rhinoceros</i></p> <p><i>le zebra – zebra</i></p>	<div data-bbox="380 89 598 464"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>désert, Amérique, pélican, perroquet</i> heard before in <i>nez, mangé</i></p> <p>i as in... <i>vif, Asie, Afrique, tropicale, Amérique</i> heard before in <i>diabolo, reptile</i></p> <p>l as in... <i>montagne</i> heard before in <i>campagne, Boulogne</i></p> <p>3 as in... <i>jungle, singe, neige</i> heard before in <i>jambe, genou</i></p> <p>ø as in... <i>Europe</i> heard before in <i>bleu, cheveux, yeux</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>e-flashcards B1</p> </div> <p>PART C</p> <div data-bbox="380 563 598 858"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>i as in... <i> Piscivore, carnivore</i> heard before in <i>diabolo, reptile</i></p> <p>3 as in... <i>frugivore</i> heard before in <i>genou, mange</i></p> <p>w as in... <i>quel</i> heard before in <i>poids, oiseau</i> [as in the English: <i>wet</i>]</p> <p>as in... <i>herbivore</i> seen before in <i>hauteur, poids</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>e-flashcards C1</p> </div> <div data-bbox="380 906 598 1281"> <p>KEY SOUNDS</p> <p>Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>i as in... <i>Piscivore, griffes, l'animal, reptile</i> heard before in <i>diabolo, piscine</i></p> <p>u as in... <i>cou, moustaches</i> heard before in <i>genou, bouche, où est</i> [as in the English: <i>to eat</i>]</p> <p>ø as in... <i>queue</i> heard before in <i>bleu, Europe, yeux</i></p> <p>w as in... <i>poil, poids, oiseau</i> heard before in <i>bois, poisson</i></p> <p>j as in... <i>écailles, rayures</i> heard before in <i>yeux</i> (Listen to the native speakers - try to copy their typically French sounds.)</p> <p>e-flashcards C2</p> </div>			<p><i>les épices – spices</i></p> <p><i>des légumes – vegetables</i></p> <p><i>du poisson – fish</i></p> <p><i>les beignets – doughnuts</i></p> <p><i>la menthe – mint</i></p> <p><i>de la viande – some meat</i></p> <p><i>le porteur d'eau – water carrier</i></p> <p><i>les vêtements – clothes</i></p> <p><i>le tailleur – tailor</i></p> <p><i>la djellaba – djellaba</i></p> <p><i>le hijab – hijab</i></p> <p><i>il fait des altérations – he does alterations</i></p> <p>Travel to school (French 3 Ch 7)</p> <p><u>PART A: Going to school</u></p> <p><i>la voiture – car</i></p> <p><i>le bus – bus</i></p> <p><i>le train – train</i></p> <p><i>le metro – underground</i></p> <p><i>la moto - motorbike</i></p> <p><i>le vélo – bicycle</i></p> <p><i>à pied – on foot</i></p> <p><i>la charrette à cheval – horse and cart</i></p> <p><i>le tracteur – tractor</i></p> <p><i>On va faire/nous faire un sondage – We're going to do/are doing a survey.</i></p> <p><i>Comment vas-tu à l'école – How do you go to school?</i></p>			
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le panda roux – red panda

le mâle – male

la femelle – female

la taille – size

le poids – weight

les mensurations – measurements

combien pèse... - how much does the...weight?

il pèse... – it weighs...

combien est-ce qu'il mesure en hauteur? – How tall is it?

il mesure...en hauteur – it's...high

combien est-ce qu'il mesure en longueur? – How long is it?

il mesure...en longueur – it's ...long

A1 EXTRA WORDS
A1: Teacher questions: measurements
Quels sont les mensurations... (du rhinocéros blanc)?
 What are the measurements of... (the white rhinoceros)?

A1: Units of measurement
un kilo(gramme) - kilo(gram)
un gramme - gram
un centimètre - centimetre
le panda roux pèse 6 kilos
 the red panda weighs 6 kilos
il mesure 28 centimètres en hauteur
 it measures 28 cm in height
une virgule - comma
il mesure 1, [virgule] 70 en hauteur
 it is 1 comma 70 high, i.e. 1.70m

e-flashcards A1 EXTRA

Comment viens-tu à l'école? – How do you come to school?
Je viens à l'école... - I come to school
Je vais à l'école en... - I go to school by...

EXTRA WORDS
International travel
le bateau - boat / ship
l'avion (m) - aeroplane
I'm going to... e country
Où vas-tu? - Where are you going?
Je vais... (en France (f)) en... (bateau).
 I'm going... (to France) by... (boat).
Je vais... (au Maroc (m)) en... (avion).
 I'm going... (to Morocco) by... (plane).
en bateau - by boat
en avion - by plane
en TGV - by TGV
en train à grande vitesse - by high-speed train
en Eurotunnel - by Eurotunnel
en Eurostar - by Eurostar
... a city
Je vais à... (Londres) en... (train).
 I'm going to... (London) by... (train).

e-flashcards A4

EXTRA WORDS
Why are you travelling?
Pourquoi vas-tu (à Manchester)?
 Why are you going (to Manchester)?
Pourquoi vas-tu (en France en bateau)?
 Why are you going (to France by boat)?
pour les vacances - for a holiday
pour le travail - for work
pour le football - for the football
Je suis réfugié(e) - I am a refugee
un réfugié/une réfugiée - refugee (m/f)
c'est rapide (en avion) - it's fast (by plane)
c'est plus rapide... - it's faster...
c'est moins rapide... - it's not so fast...

e-flashcards A4

PART B: My route to school

Je passe devant... - I go past...

Je traverse... - I cross...

...pour aller dans... - to go into

J'arrive... - I arrive...

Je tourne... - I turn

à gauche – left

à droite – right

Je continue... - I continue...

SUBJECT CURRICULUM LONG TERM PLAN

un mammifère – a mammal
un reptile – a reptile
un oiseau – a bird
le singe – monkey
l'iguane – iguana
le serpent – snake
la tortue géante – giant tortoise
la chouette – owl
le perroquet – parrot
le pélican – pelican
le kookaburra – kookaburra
A quelle classe appartient cet animal? – What class does this animal belong to?

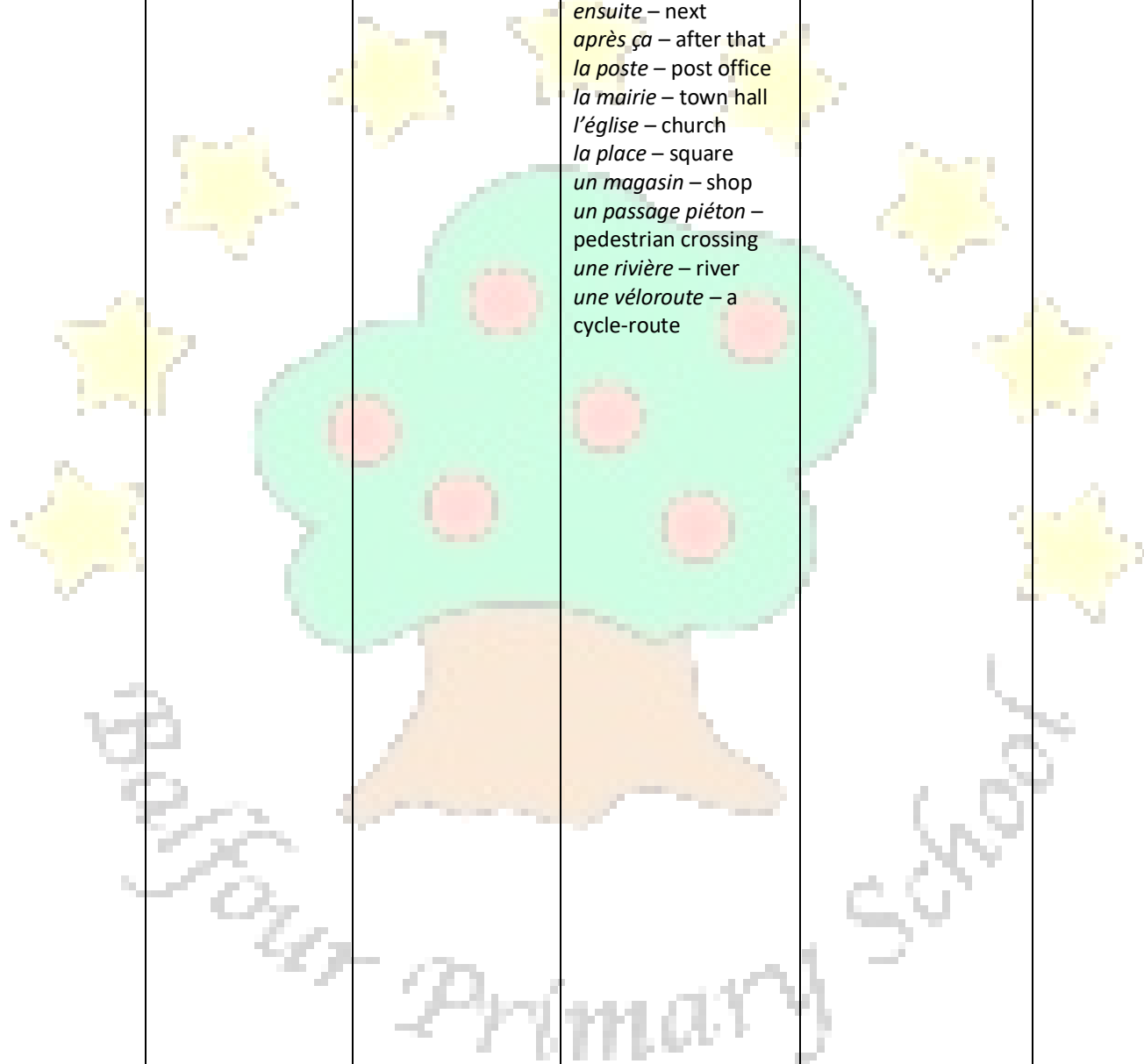
Est-ce que c'est un reptile, un mammifère ou un oiseau? – Is it a reptile, a mammal or a bird?

A2: EXTRA WORDS
Playing 'Top Trumps'
Quel animal est... - Which animal is...
...le plus lourd? - ...the heaviest?
...le plus grand? - ...the biggest / tallest?
...le plus petit? - ...the smallest?
...le plus léger? - ...the lightest?
...le plus long? - ...the longest?
...le plus court? - ...the shortest?
 e-flashcards A2

PART B: Continents and habitats

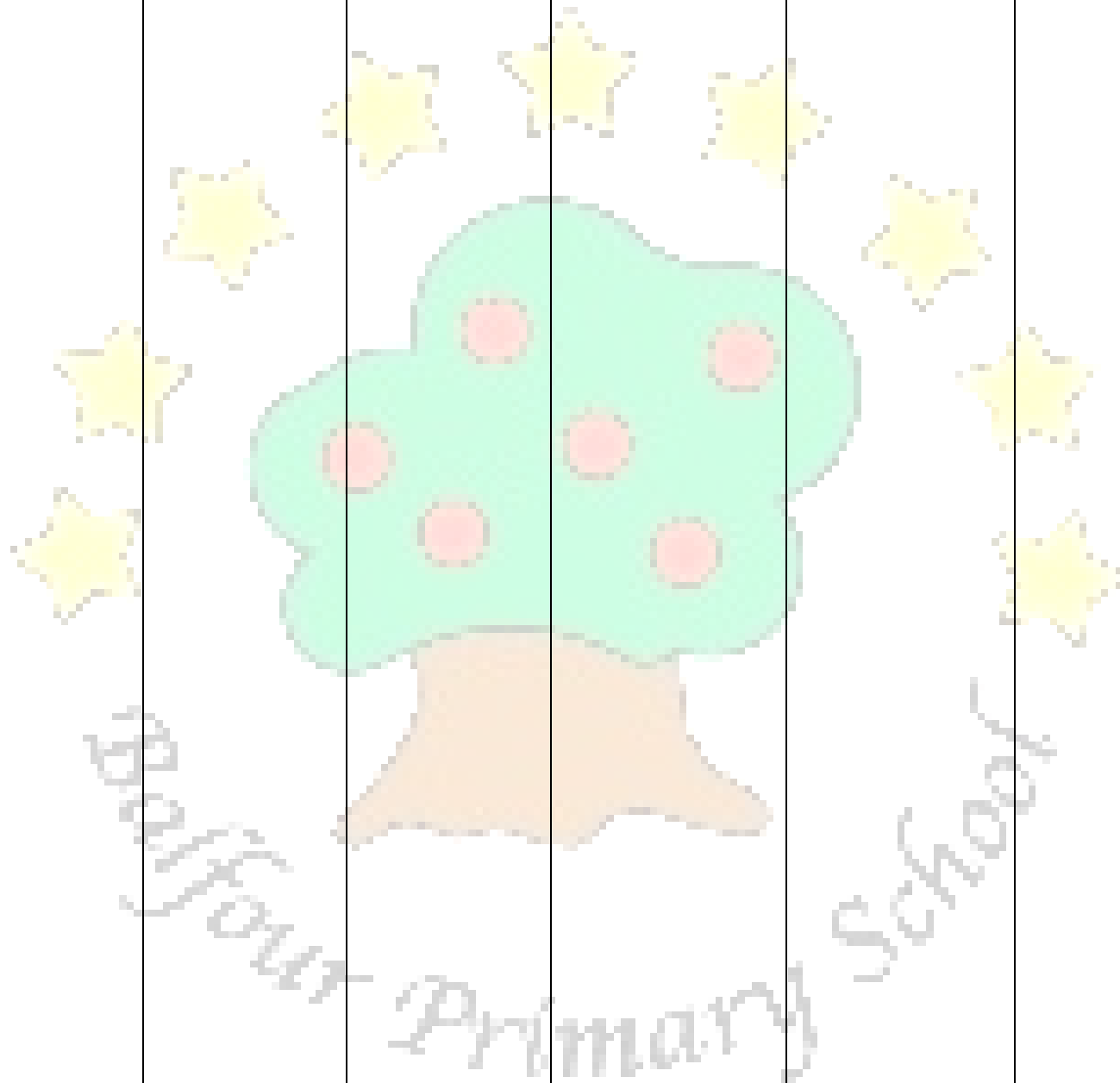
Asie – Asia
Afrique – Africa

tout droit – straight on
puis, - then
ensuite – next
après ça – after that
la poste – post office
la mairie – town hall
l'église – church
la place – square
un magasin – shop
un passage piéton – pedestrian crossing
une rivière – river
une véloroute – a cycle-route



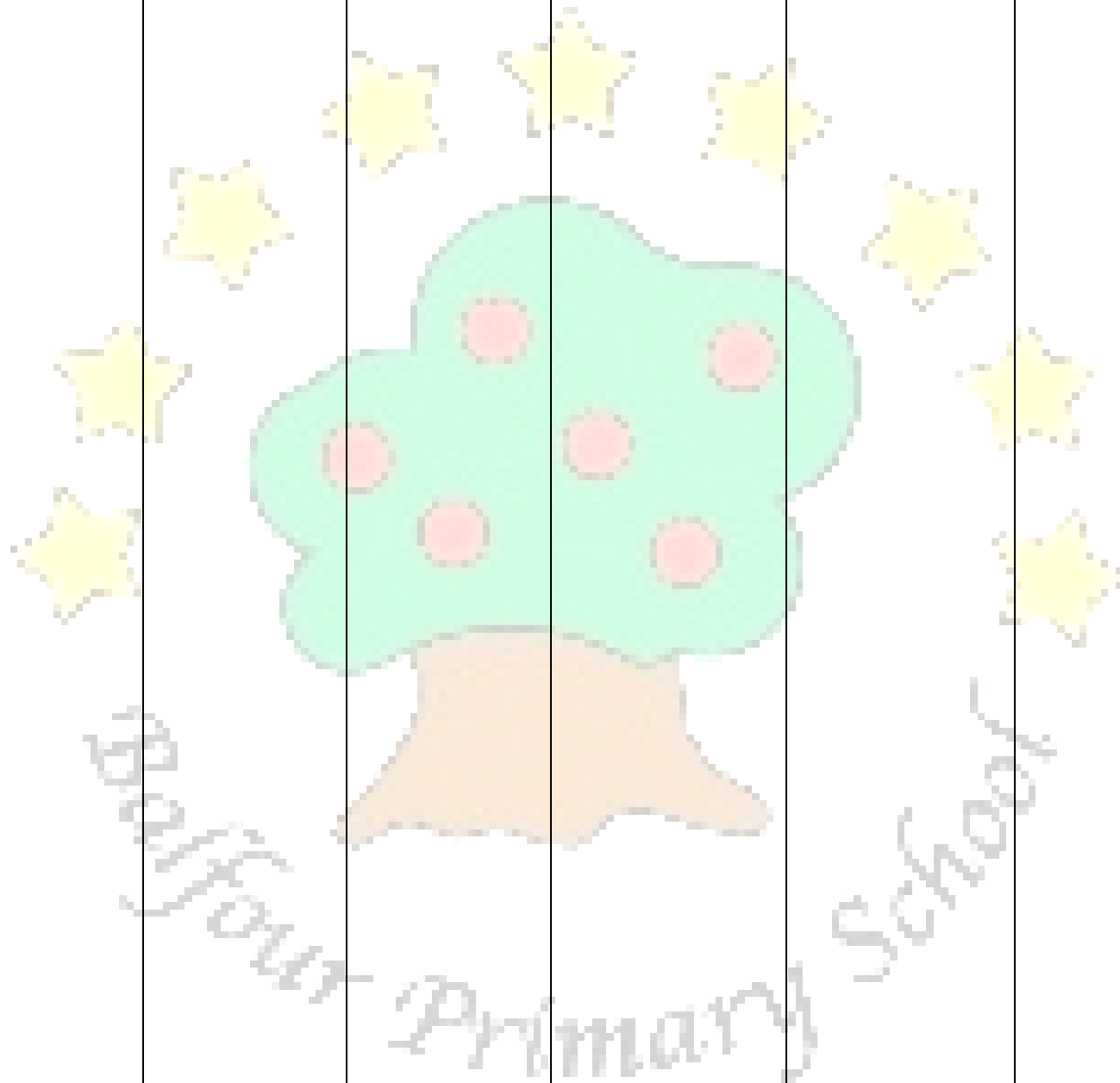
SUBJECT CURRICULUM LONG TERM PLAN

<p><i>Amérique du Nord</i> – North America</p> <p><i>Amérique du Sud</i> – South America</p> <p><i>Australie</i> – Australia</p> <p><i>Europe</i> – Europe</p> <p><i>l’Antarctique</i> – Antarctica</p> <p><i>Amérique Centrale</i> – Central America</p> <p><i>Où vit la panthère de neige?</i> – Where does the snow leopard live?</p> <p><i>la montagne</i> – mountain</p> <p><i>la savane</i> – savannah</p> <p><i>la forêt tropicale</i> – tropical forest</p> <p><i>la jungle</i> – jungle</p> <p><i>la prairie</i> – prairie</p> <p><i>le désert</i> - desert</p> <p><i>la toundra</i> – tundra</p> <p><i>le fleuve</i> - river</p> <p><i>l’océan</i> – ocean</p> <p><i>Le lac</i> – lake</p> <p><u><i>PART C: Describing animals</i></u></p> <p><i>un granivore</i> – grain eater</p> <p><i>un herbivore</i> – herbivore</p> <p><i>un frugivore</i> – fruit eater</p> <p><i>un carnivore</i> – carnivore</p> <p><i>un piscivore</i> – fish eater</p>							
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SUBJECT CURRICULUM LONG TERM PLAN

un omnivore – omnivore
qui mange quoi? – who eats what?
la tortue géante
mange de l’herbe – the giant tortoise eats grass
il est granivore et frugivore – it is a grain- and fruit-eater
la panthère de neige, qu’est-ce qu’elle mange? – the snow leopard, what does it eat?
Est-ce qu’elle mange de la viande ou du poisson? – Does it eat meat or fish?
la queue – tail
les pattes (f) – legs, feet or paws
la cou – neck
la corne – horn
la carapace – shell of tortoise
les moustaches (f) – whiskers
le bec – beak
les griffes (f) - animal claws
les poils (m) - hairs (i.e. fur)
les plumes – feathers
les écailles (f) – scales
les ailes (f) – wings
les serres (f) - bird of prey claws
les rayures (f) – stripes
les pois (m) – spots



SUBJECT CURRICULUM LONG TERM PLAN

<p><i>Qu'est ton animal préféré? – What is your favourite animal?</i> <i>Pourquoi?</i> <i>Est-ce que tu peux décrire ton animal préféré? – Can you describe your favourite animal?</i> <i>Il est en voie de disparition – it is endangered</i> <i>gentil/gentille – nice</i> <i>intelligent/intelligente – intelligent</i> <i>doux/douce - soft</i></p>							
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Children will know the French names for mini-beasts.</p> <p>Children will be able to understand and answer questions about the characteristics of mini-beasts, e.g. <i>Qui habite ici?/Qu'est-ce-que c'est?/Est-ce qu'il a...?</i></p> <p>Children will know the French names for zoo animals.</p> <p>They will be able to understand and answer questions e.g. <i>Combien est-ce qu'il mesure en hauteur?/Combien est-ce qu'il mesure en longueur?/ A quelle classe appartient cet animal?</i></p> <p>They will be able to understand and answer the question <i>Quel est ton animal préféré?</i> Some children will be able to explain why.</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand</p>		<p>The children will know Arabic and French is spoken in Morocco, and often a Berber language as well.</p> <p>The children will understand questions such as <i>Sur quelle continent est...? /Quelle est la capitale...?/...c'est dans quel pays?/Quelle est ta nationalité?/Quelle(s) langue(s) parles-tu? and will know how to answer them.</i></p> <p>They will be able to get the gist of what is being said at a natural pace.</p> <p>The children will know the French words for various modes of transport.</p> <p>They will understand and know how to answer the questions <i>Comment vas-tu à l'école?</i> and <i>Où vas-tu?</i> Some children will be able to</p>		<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when</p>	

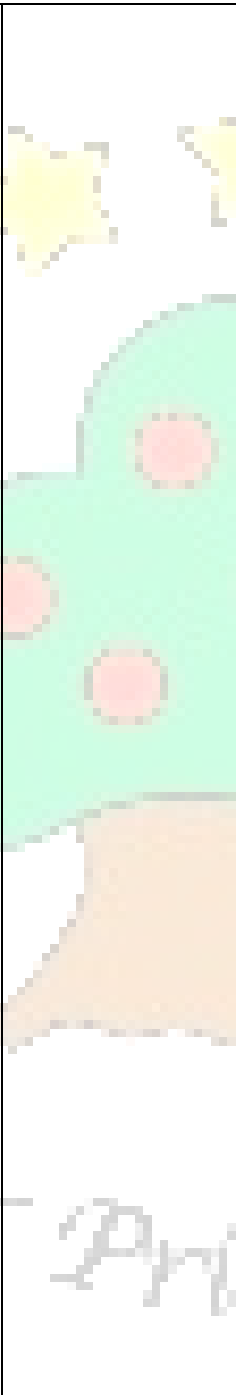
SUBJECT CURRICULUM LONG TERM PLAN

<p>They will be able to understand and answer the question <i>Est-ce que tu peux décrire ton animal préféré?</i> They will know how to describe their favourite zoo animals using simple descriptive language.</p>				<p>when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>				<p>respond to the question <i>Pourquoi vas-tu...?</i> providing reasons for going to different places.</p> <p>The children will know how to describe their route to school, referring to landmark places they pass, changes of direction and street-names.</p>				<p>they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</p>			
Summer Term 1								Summer Term 2							
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC		Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC		Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC		

SUBJECT CURRICULUM LONG TERM PLAN

<p>Four seasons (French 3 Ch 8)</p> <p><u>PART A: Introducing the seasons</u></p> <p><i>C'est quelle saison?</i> – What season is it? <i>le printemps</i> – Spring <i>l'été (m)</i> – Summer <i>l'automne (m)</i> – Autumn <i>l'hiver (m)</i> – Winter <i>Quel temps fait-il...?</i> – What's the weather like in... <i>il y a des averses</i> – there are showers <i>il fait gris</i> – it is cloudy <i>le ciel est bleu</i> – the sky is blue <i>tout est calme</i> – all is calm <i>il y a du tonnerre et des éclaires</i> – there's thunder and lightning <i>il y a du brouillard</i> – it is foggy</p> <p><u>PART B: Talk about the seasons</u></p> <p><i>Décrivez une saison</i> – Describe a season <i>En été je vais à la plage</i> – In the summer I go to the beach <i>J'aime faire...</i> I like to...</p>	<p>'Four seasons' brings together many aspects of the work covered in previous chapters, i.e. Colours (Yr 3 Summer 1) Months of the Year (Yr 3 Summer 2), Birthdays (Yr 4 Spring 1), Weather (Yr 4 Spring 2 & Yr 5 Spring 1), Hobbies (Yr 5 Summer 2 and Clothes (Yr 6 Autumn 1).</p> <p>Revisit the key sounds in words – where have we seen them before?</p> <p>PART A</p> <div data-bbox="387 807 607 1126"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>été</i> heard before in <i>vélo, pied, légumes, marché</i></p> <p>a as in... <i>printemps</i> heard before in <i>départ, jambe, antennes, santé</i></p> <p>é as in... <i>printemps</i> heard before in <i>train, main, lapin, motin</i></p> <p>as in... <i>printemps, hiver</i> seen before in <i>escargot, huit</i></p> <p>e-flashcards A1</p> </div> <div data-bbox="387 1166 607 1339"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>clair</i> heard before in <i>été</i></p> <p>as in... <i>chaud, froid, pleut, fait, vent, brouillard</i> seen before in <i>printemps, hiver</i></p> <p>e-flashcards A2</p> </div> <p>PART B</p>	<p>Maths – Time: seasons</p> <p>English – poetry & jokes</p> <p>Music – Spot the season in Vivaldi's music</p> <p>Drama – mime/dress up the season</p> <p>Art – look at a selection of French art-works and play <i>C'est quelle saison?</i> Children could paint/draw their favourite season.</p> <p>Maths – Statistics. Children could carry out surveys about favourite seasons. <i>Quelle est ta saison préférée?</i></p> <p>English – past tense</p> <p>Maths – numbers/years, counting in tens.</p> <p>Music – learn to sing the 'Numbers song' and the French national anthem.</p>	<p>Opportunities to talk about the village scarecrow festival depicted in the video clips.</p> <p>Play games such as 'Listen to the sounds', 'Listen and clap', 'Pelmanism', 'True or false', 'Jigsaw Puzzle', 'Which season is this?', 'Birthday circle game' – turn taking.</p> <p>Opportunities to talk about the origins of the French national anthem.</p>	<p>Out and about (French 3 Ch 10)</p> <p><u>PART A: Visits to museums</u></p> <p><i>je suis allé(e) à/au ...</i> – I went to... <i>musée</i> - museum <i>j'ai vu...</i> - I saw... <i>j'ai touché</i> – I touched <i>j'ai piloté</i> – I drove</p> <p><i>Qui est allé à/au ...</i> - Who went to...? <i>Qu'est-ce que tu as vu?</i> – What did you see? <i>C'était comment?</i> – What was it like?</p> <p>Adjectives e.g. <i>...intéressant(e)</i> - interesting</p> <p><u>PART B: At the theme park</u></p> <p><i>parc d'attractions</i> – theme park <i>Mon attraction préférée était...</i> - My favourite ride/attraction was... <i>le grand huit</i> – roller coaster <i>la balançoire</i> - swing <i>le toboggan</i> – slide etc</p> <p><i>Qui est allé à/au ...?</i> – Who went to...? <i>Qu'est-ce que vous avez fait?</i> – What did</p>	<p>'Out and about' will allow children the opportunity to revisit all of the themes previously covered, in particular Leisure Activities (Yr 5 Summer 2), Travel to School (Yr 6 Spring 2) and Past and Present (Yr 6 Summer1)</p> <p>They will revisit past and present tense.</p> <p>PART A</p> <p>Revisit the key sounds in words – where have we seen them before?</p> <div data-bbox="1395 767 1610 1182"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>allé(e), touché, étoile de mer</i> heard before in <i>musée, vélo</i></p> <p>a as in... <i>marrant, glissant, intéressant, comment</i> heard before in <i>cent, janvier</i></p> <p>R as in... <i>marrant, intéressant, raie, restaurant</i> heard before in <i>printemps, frites</i></p> <p>W as in... <i>étoile, suite</i> heard before in <i>bois, poisson, poids</i></p> <p>i as in... <i>suis, glissant, qui</i> heard before in <i>mine, kiosque, facile</i></p> <p>y as in... <i>vu</i> heard before in <i>by, salut, ty, pendu</i></p> <p>as in... <i>suis, marrant</i> seen before in <i>fruit, c'est</i></p> <p>e-flashcards A1</p> </div> <div data-bbox="1395 1198 1610 1485"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>a as in... <i>entendu, ascenseur</i> heard before in <i>France, pendu, vent</i></p> <p>R as in... <i>bruit, profond, sombre</i> heard before in <i>raie, France</i></p> <p>i as in... <i>vieux, vieille</i> heard before in <i>lle, pied, oreille</i></p> <p>as in... <i>bruit</i> seen before in <i>fruit, doigt</i></p> <p>e-flashcards A3</p> </div>	<p>Geography – naming towns/cities/countries or continents that have been visited.</p> <p>Role-play - depending on your approach - you could create a classroom museum/sealife centre/restaurant which could be used as a stimulus for talking about an experience.</p> <p>English – jokes</p> <p>Dictionary work – look up additional vocabulary relating to places that might be visited.</p> <p>Art/DT – design a theme park</p> <p>PE – opportunities to make fairground style games like 'Oh! La vache!', 'la pêche au canards'. 'hoopla', 'le tir à l'arc', 'le chamboule-tout', 'le basketball'</p> <p>Geography – locate theme parks in France and England</p> <p>English – fairy tales, story structure, describing characters</p>	<p>Make own 'Top Trumps' style game.</p> <p>Opportunities to discuss the mining museum depicted in the video clips.</p> <p>Play games such as 'What did you hear?', 'Make a sentence', 'What was that ride? (miming), 'Foire français', true or false?', 'show me', 'who is what?', 'I went to the ball and ate',</p> <p>Opportunities to compare likes and dislikes.</p> <p>Opportunities to compare popular traditional stories in France and England</p> <p>Gathering ideas and performing a class production of Cinderella provides plenty of opportunity to develop teamwork and collaboration skills.</p>
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SUBJECT CURRICULUM LONG TERM PLAN

<p><i>Je mange... - I eat... Associez une couleur à une saison – Associate a colour with a season Tout est... - Everything is...</i></p> <div data-bbox="118 355 344 624"> <p>EXTRA WORDS B1: Antonyms Trouvez les antonymes Find the antonyms (opposites) chaud / froid - hot / cold clair / sombre - light / dark heureux / triste - happy / sad</p> <p>Teacher instructions Tapez les pieds quand vous entendez... un nom Tap your feet when you hear... a noun Tapez les mains quand vous entendez... un adjectif Clap your hands when you hear an adjective</p> <p>e-flashcards B1</p> </div> <p><i>Le mois de printemps/d'été/ d'automne/d'hiver - Spring, Summer, Autumn/Winter months Mon anniversaire est... – My birthday is in...</i></p> <p><i>Quelle est ta saison préférée? – Which is your favourite season?</i></p> <p>Past and present (French 3 Ch 9)</p> <p><u>PART A: Saying the year</u> mille neuf cents – 1900</p>	<div data-bbox="387 84 600 375"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>e as in... <i>décrivez, été</i> heard before in <i>vélo, pied</i> é as in... <i>printemps</i> heard before in <i>lancez, jambe,</i> <i>antennes, santé</i> è as in... <i>juin, printemps</i> heard before in <i>tratin, main, lapin</i> ai as in... <i>printemps, hiver</i> seen before in <i>escargot, c'est</i></p> <p>e-flashcards B1</p> </div> <p>Revisit joining words: <i>parce-qui/parce que/pour</i></p> <p>'Past and Present' will provide the opportunity for the children to revise 'Numbers' (Yr 3, Spring 1 & Yr 5, Spring 1)</p> <p>Revisit the key sounds in words – where have we seen them before?</p> <p>PART A</p>	<p>History – opportunities to learn when various famous French people died. Play 'Find the famous person' game.</p> <p>History – investigate how schools/towns/ industries (e.g coal mining)/ fashion have changed over time.</p> <p>Dictionary work – look up additional vocabulary</p>		<p>you do? (to whole class) <i>Qu'est-ce que tu as fait?</i> - What did you do? (to single child) <i>Qu'est-ce que vous avez vu (ou fait)?</i> - What did you see (or do)? (to whole class) <i>Qu'est-ce que tu as vu?</i> – What did you see? <i>J'ai fait de...</i> - I did/went on... <i>Qu'est-ce qu'il y avait?</i> - What was there? <i>Il y avait...</i> - There was... <i>Qu'est-ce que tu as mangé?</i> – What did you eat? <i>J'ai mangé...</i> - I ate... <i>Qu'est-ce que tu as bu?</i> – What did you drink? <i>J'ai bu...</i> - I drank... <i>C'était bon?</i> - Was it nice?</p> <p><u>PART C: A visit to the fair</u> <i>Hier je suis allé(e) – Yesterday I went... J'ai fait – I did/went on... J'ai fait un tour sur... - I had a ride on... C'était combien? – How much was it? C'était 2 euro... It was 2 euros</i></p>	<p>PART B</p> <div data-bbox="1395 156 1615 582"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>s as in <i>attraction, camionnettes,</i> heard before in <i>poisson, bon</i> à as in... <i>toboggan, grand huit,</i> <i>balançoire</i> heard before in <i>jambe, janvier</i> W as in... <i>balançoire</i> heard before in <i>noir, ardoise, poisson</i> R as in... <i>attraction, préférence</i> <i>grand huit,</i> heard before in <i>bruit, rouge</i> i as in... <i>grand huit,</i> heard before in <i>petites camionnettes</i> heard before in <i>glissant, suis</i> ai as in... <i>grand huit</i> seen before in <i>hiver</i></p> <p>e-flashcards B1</p> </div> <p>Revise ice cream flavours (Yr 5 Summer 1)</p> <p>PART C</p> <div data-bbox="1395 810 1615 1197"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>W as in <i>foire</i> heard before in <i>trois, oiseau, pourquoi</i> O as in... <i>sauter, cerceau</i> heard before in <i>euro, chaud, mauvais</i> R as in... <i>rapide, dragon,</i> heard before in <i>euro, rouge, grand</i> i as in <i>prix, rapide, chenille, hier</i> heard before in <i>facile, difficile</i> n as in <i>j'ai gagné,</i> heard before in <i>montagne,</i> <i>campagne, Grand-Bretagne</i> ai as in... <i>prix, hier, canard, euros</i> seen before in <i>dangereux,</i> <i>grand, frites</i></p> <p>e-flashcards C1</p> </div> <div data-bbox="1395 1236 1615 1476"> <p>KEY SOUNDS Listen and enjoy copying these typical sounds: where have you heard them before?</p> <p>R as in <i>grande roue, grand rond</i> heard before in <i>attraction, préférence,</i> <i>rapide, reptile, rouge</i> à as in... <i>autos, tamponneuses</i> heard before in <i>jambe, mange, vent</i> s as in... <i>manège</i> heard before in <i>jeux, jungle, rouge</i></p> <p>e-flashcards C2 & 3</p> </div>	<p>History – opportunities to talk about châteaux, like the one depicted in the film clip. Talk about the history of the Palace of Versailles.</p> <p>History – compare Cinderella with Charles Perrault's tale of 'The fox and the Stork' and learn about his life</p> <p>Drama – work as a class or small groups to perform a simple version of Cinderella</p> <p>Art/DT – develop costumes, scenery, tickets, posters, programmes and props for the performance.</p> <p>Music – explore music and sound effects which could add to the production.</p>	
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SUBJECT CURRICULUM LONG TERM PLAN

deux mille – 200

vers 1341 avant JC –
about 1342 BC
l'an – year
l'année – year
en quelle année? – in
which year?
Qui est né en...? –
Who was born in...?
Tu es né(e) en quelle
année? - When were
you born?
Moi, je suis né(e) en...
- I was born in...
Il est né en... - He was
born in...
Marie Curie, elle est
morte en quelle
année? – Marie Curie,
when did she die?
Marie Curie est morte
en... - Marie Curie
died in...

NEW WORDS AND PHRASES

A2: Teacher questions
Quelles sont les différences?
What are the differences?
Qu'est-ce qu'il y avait?
What was there?
Qu'est-ce qu'il y a?
What is there?
Teacher preparation A2

PART B: My town
then and now
Il n'y a pas de... -
There is no...
Il n'y avait pas de.. –
There was no...

PART C: Changes in
everyday life

c'était... – it was...
sale – dirty

KEY SOUNDS
Listen and enjoy copying these
typical sounds: where have you
heard them before?

e as in *année, est né(e)*
heard before in *été, décembre*

a as in *an, cent, en, avant*
heard before in *épouvantail, janvier*

i as in *ille, Marseillaise*
but NOT *mille* or *ville*
heard before in *oeil, oreille, juillet*

i as in *mille, qui, suis*
heard before in *hiver, aujourd'hui*

as in *aujourd'hui, cent, vers*
seen before in *huit, c'est*

e- as heards A1

KEY SOUNDS
Listen and enjoy copying these
typical sounds: where have you
heard them before?

NEW E as in *avait*
heard before in *Calais, mauvais*

e as in *passé, présent, différences*
heard before in *année, été, école*

w as in *ardoise, noir, aujourd'hui*
heard before in *oiseau, poisson*

a as in *présent, différences, encore*
heard before in *an, cent*

i as in *aujourd'hui, différences, multiplication*
heard before in *filles, hiver*

as in *présent, avait*
seen before in *c'est*

e-flashcards A2

PART B

KEY SOUNDS
Listen and enjoy copying these
typical sounds: where have you
heard them before?

s as in *maison, patron, rénovation*
heard before in *bon, saison*

i as in *kosque à musique, usine*
heard before in *mille, hiver*

E as in *c'était, maison*
heard before in *avait, Calais, saison*

R as in *patron, père*
heard before in *préfé, reptile, rouge*

as in *toujours, beaucoup*
seen before in *printemps, pas*

e-flashcards B1 & B2

Dix canards pour trois
euros - Ten ducks for
3 euros
Il y avait... - There
were/was...
c'était – rapide – it
was fast
c'était facile – it was
easy
c'était difficile – it was
difficult

NEW WORDS AND PHRASES

C2: Question and answer
Quel était ton attraction préférée?
What was your favourite attraction?
Mon attraction préférée était...
My favourite attraction was...
La bouée, qu'est-ce que c'est?
What's 'the tyre'?

ça va très vite - it goes very fast
c'est un grand rond - it's a big round thing
quelque chose - something
Qu'est-ce que tu as gagné?
What did you win?

e-flashcards C1,C2

NEW WORDS AND PHRASES

C3: How does it work?
Comment ça marche?
How does it work?

More rides
la grande roue - big wheel
le manège - roundabout
les autos tamponneuses - dodgem cars
les balançoires/ - swings (sido) /
les chaises volantes chair-o-plane
(LIT: flying chairs)

e-flashcards C3

EXTRA WORDS AND PHRASES

Funfair food and drink
la barbe à papa - candy floss
Literally: 'daddy's beard'

une pomme caramel - a toffee apple
du pop-corn - some popcorn
des bretzels - some pretzels
le pain d'épice - gingerbread
un hot-dog - a hot dog
un beignet - a doughnut
une limonade - lemonade
une boisson gazeuse - a soda drink

'Cinderella' provides
children with the
opportunity to retell
a story which they
are familiar with,
helping to
consolidate their
confidence in how
much they can say
and understand in
French. It draws on
many aspects of their
previous learning.

Revisit the key
sounds in words –
where have we seen
them before?

PART A

Cinderella
(French 3 Ch 11)

SUBJECT CURRICULUM LONG TERM PLAN

lourd – heavy
dangereux – dangerous
facile – easy
difficile – difficult
le métier – job
Je porte – I’m wearing
Les dames portent... - The ladies wear...
une femme – woman
une dame – lady
un homme – man
une fille – girl
un garçon – boy
un bébé – baby
un enfant – child
les enfants riches – rich children
les enfant pauvres – poor children
...de l’époque – ...of the period
Que portent...? - What are the...wearing?
Qu’est-ce qu’elle/il porte? - What is she/he wearing?
Est-ce qu’elles portent un pantalon? – Are they wearing trousers?

PART C

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

i as in *mine, mineur, métier*
 heard before in *facile, difficile, mille*

a as in *lampe*
 heard before in *an, janvier*

s as in *explosion, coton*
 heard before in *charbon, bon*

j as in *charbon*
 heard before in *chânette à cheval*

e as in *métier, était*
 heard before in *année, été, école*

e-flashcards C1

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

a as in *enfant, marteau*
 heard before in *janvier, sandwich*

s as in *garçon*
 heard before in *bon, pantalon*

i as in *fille*
 heard before in *chenille, pied, oreille*

ent as in *portent, enfants, riches, bérêt*
 seen before in *printemps, c’est*

e-flashcards C2

PART A: The Characters

le conte de fées – fairy tale

l’histoire – story
les personnages – the characters

Cendrillon - Cinderella

le père – father
la belle- mère – step-mother
les demi-soeurs – step sisters
la marraine - godmother

une fée – a fairy
le prince – prince
le roi – king
le château – castle/grand house
le palais – palace
beau (m)/belle (f) – beautiful/handsome
gentil(le) – kind
charmant(e) – charming
horrible – horrible
désagréable – unpleasant
jalous/jalousie – jealous
méchant(e) – nasty
cruel(le) – cruel
riche - rich

PART B: The story of Cinderella

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

i as in *Cendrillon* (but NOT *beille*)
 heard before in *fille, bien, oreille*

R as in *Cendrillon, père, marraine, prince, roi, horrible, cruelle*
 heard before in *restaurant, frites*

é as in *prince*
 heard before in *intéressant, insecte, main*

s as in *corte, Cendrillon*
 heard before in *attraction, saison, bon, combien*

w as in *roi, histoire*
 heard before in *balance, noir, oiseau, doigt*

j as in *château, charmant*
 heard before in *chenille, chocolat, chien, chat*

h as in *horrible, gentil, charmant, palais*
 seen before in *kiver, huit, histoire*

e-flashcards A1,A2

PART B

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

é as in *invitation, impossible*
 heard before in *prince, insecte*

i as in *invitation, impossible, cheminée, garniture, diamants*
 heard before in *Cendrillon, famille*

j as in *invitation*
 heard before in *Cendrillon, fille, pied*

s as in *invitation*
 heard before in *Cendrillon, attraction*

e-flashcards B2

KEY SOUNDS
 Listen and enjoy copying these typical sounds: where have you heard them before?

3 as in *magique, magie, argent, agite*
 heard before in *jalouse, gentille, janvier*

a as in *pantoufle, argent*
 heard before in *Cendrillon, balance, panda-roux, France*

u as in *pantoufle, citrouille, trouve*
 heard before in *couscous, genou, tous, nous*

i as in *citrouille*
 heard before in *Cendrillon, vanille*

as in *souris, rat, lézard, argent, minuit*
 seen before in *bras, serpent*

e-flashcards B3

SUBJECT CURRICULUM LONG TERM PLAN

les cinders – cinders
la cheminée –
 chimney
après le travail – after
 work
elle travaille – she
 works
elle s'assoit – she sits
elle se couche – she
 sleeps
tout en haut de la
maison – high up in
 the house
une invitation –
 invitation
un bal – ball
ma garniture
d'Angleterre – my
 English trimmings
fleur d'or – golden
 flowers
diamants – diamonds
 impossible -
 impossible
le prince envoie une
invitation – the prince
 sends an invitation
Je vais porter... – I will
 wear...

...dit une des demi-
soeurs – says one of
 the step-sisters

Cendrillon veut aller
au bal – Cinderella
 wants to go to the ball
tu ne vas pas au bal -
 you are not going to
 the ball

KEY SOUNDS
Listen and enjoy copying these typical sounds: where have you heard them before?

S as in *monde, content(e), tombe,*
heard before in *Cendrillon,*
crayon, combien,

U as in...*amoureux, court, tout!*
heard before in *pantoufle, genou,*
mauvais

R as in...*amoureux, trop, magie,*
heard before in *Cendrillon, rouge,*
reptile, présent

O as in...*amoureux,*
heard before in *euro, yeux, bleu*

A as in...*amoureux, chez, trop*
seen before in *dangereux, nez,*
beaucoup

e-flashcards B4 & 5

KEY SOUNDS
Listen and enjoy copying these typical sounds: where have you heard them before?

Ø as in *heureux*
heard before in *amoureux, bleu,*
queue, euro

E as in...*épouse*
heard before in *lézard, fée, vélo,*
est né(e)

Ê as in...*fin,*
heard before in *prince, train, insecte*

I as in...*heureux, palais,*
seen before in *train,*
amoureux, Calais, souris

e-flashcards C6

SUBJECT CURRICULUM LONG TERM PLAN

une citrouille –
pumpkin

un carrosse - coach

une souris – mouse

un cheval – horse

le rat - rat

un cocher –
coachman

des lézards – lizards

des serviteurs –
servants

une robe – dress

...d'argent -...(made
of) silver

une pantoufle –
slipper

de verre –(made of
(glass)

la magie– magic

la baguette magique
– magic wand

il est minuit – it's
midnight

Cendrillon est triste –
Cinderella is sad

elle pleure - she cries

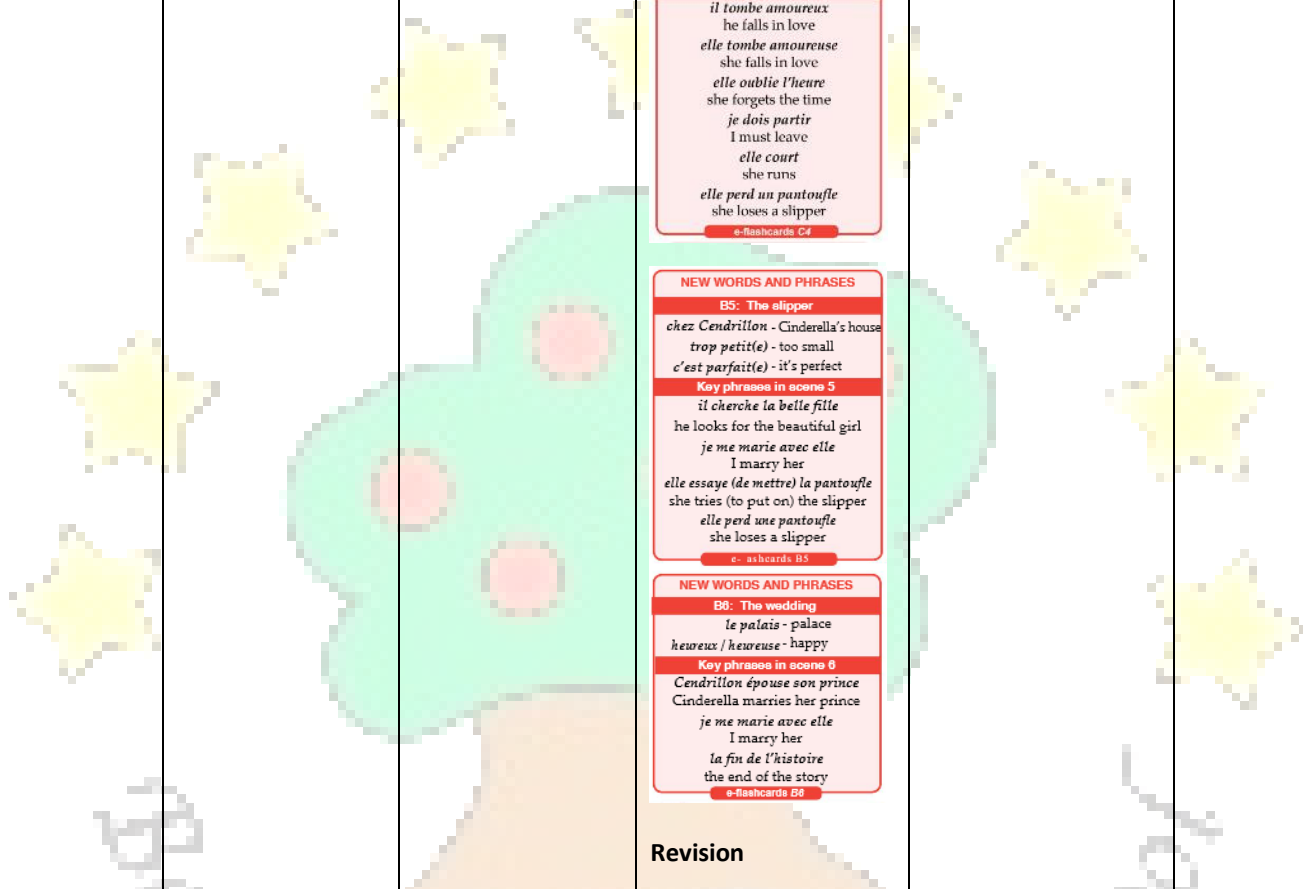
apparaît - appears

apporte-moi... – bring
me...

Cendrillon trouve... –
Cinderella finds...

Elle agite sa baguette
magique – she waves
her magic wand

SUBJECT CURRICULUM LONG TERM PLAN

				<div>NEW WORDS AND PHRASES</div> <div>B4: The ball</div> <div><i>tout le monde</i> - everyone</div> <div><i>content(e)</i> - happy (sm)</div> <div>Key phrases in scene 4</div> <div><i>il tombe amoureux</i> he falls in love</div> <div><i>elle tombe amoureuse</i> she falls in love</div> <div><i>elle oublie l'heure</i> she forgets the time</div> <div><i>je dois partir</i> I must leave</div> <div><i>elle court</i> she runs</div> <div><i>elle perd un pantoufle</i> she loses a slipper</div> <div>e-flashcards C4</div> <div>NEW WORDS AND PHRASES</div> <div>B5: The slipper</div> <div><i>chez Cendrillon</i> - Cinderella's house</div> <div><i>trop petit(e)</i> - too small</div> <div><i>c'est parfait(e)</i> - it's perfect</div> <div>Key phrases in scene 5</div> <div><i>il cherche la belle fille</i> he looks for the beautiful girl</div> <div><i>je me marie avec elle</i> I marry her</div> <div><i>elle essaye (de mettre) la pantoufle</i> she tries (to put on) the slipper</div> <div><i>elle perd une pantoufle</i> she loses a slipper</div> <div>e-ashcards B5</div> <div>NEW WORDS AND PHRASES</div> <div>B6: The wedding</div> <div><i>le palais</i> - palace</div> <div><i>heureux / heureuse</i> - happy</div> <div>Key phrases in scene 6</div> <div><i>Cendrillon épouse son prince</i> Cinderella marries her prince</div> <div><i>je me marie avec elle</i> I marry her</div> <div><i>la fin de l'histoire</i> the end of the story</div> <div>e-flashcards B6</div> <div>Revision</div>		
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>			
Children will know the French words for Spring, Summer, Autumn and Winter and will use previously learnt language to talk about the seasons.	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	They will understand and know how to answer the questions <i>Qu'est-ce que tu as vu?/Qui est allé..., C'était comment?/Qu'est-ce que tu as fait?/Qu'est-ce qu'il y avait/ Qu'est-ce que tu as mangé?/Qu'est-ce que tu as bu?/C'était bon?</i>	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			

SUBJECT CURRICULUM LONG TERM PLAN

<p>They will understand and know how to answer the questions <i>C'est quelle saison?/Quel temps fait-il...?/Quelle est ta saison préférée?</i></p> <p>They will begin to use connecting words <i>parce-qui/parce que/pour</i> to join ideas.</p> <p>The children will understand the questions <i>En quelle année? and Tu es né(e) en quelle année?</i> and will know how to respond.</p> <p>They will know how to say the year and when other significant events happened.</p> <p>They will know how to make statements in French about how a town has changed over time.</p> <p>They will recognise the difference between past and present tense statements.</p> <p><i>They will understand and know how to answer the questions Que portent...?/Qu'est-ce qu'elle/il porte?/Est-ce qu'elles portent?</i></p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features</p>	<p>Children will know how to use past tense verbs to say where they've been (e.g. museums, theme parks, and fairs), express opinions about their experience and describe the experience using adjectives.</p> <p>They will know how to write a simple account of a visit in the form of a postcard, diary entry, email, presentation or advertising leaflet.</p> <p>Children will know more adjectives to describe nouns.</p> <p>They will know how to use their French to perform a simple version of Cinderella.</p>	<p>link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to</p>
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SUBJECT CURRICULUM LONG TERM PLAN

	and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.		build sentences; and how these differ from or are similar to English.
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