

Kingsdown and Ringwold CEP School  
 Modern Foreign Languages Long Term Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	<a href="#">Salutations: Greetings</a>	<a href="#">Les Couleurs et Les Nombres: Colours and Numbers</a>	<a href="#">Les Animaux: Animals</a>	<a href="#">Les Fruits et Les Légumes: Fruit and Vegetables</a>	<a href="#">Petit Chaperon Rouge: Little Red Riding Hood</a>	<a href="#">Je Peux...: I can</a>
4	<a href="#">Les Formes: Shapes</a>	<a href="#">Je Me Présente: Presenting Myself</a>	<a href="#">La Famille: Family</a>	<a href="#">Chez Moi: My Home</a>	<a href="#">En Classe: In the Classroom</a>	<a href="#">Au Café: At the Café</a>
5	<a href="#">La Date: The Date</a>	<a href="#">As-Tu Un Animal?: Do You Have a Pet?</a>	<a href="#">Boucle d'Or Et Les Trois Ours: Goldilocks and the Three Bears</a>	<a href="#">Les Habitats: Habitats</a>	<a href="#">La Seconde Guerre Mondiale: WWII</a>	<a href="#">Quel Temps Fait-il?: What's the Weather?</a>
6	<a href="#">À L'École: At School</a>	<a href="#">Le Week-end: The Weekend</a>	<a href="#">Manger et Bouger: Healthy Lifestyle</a>	<a href="#">Moi Dans La Monde: Me in the World</a>	<a href="#">Les Verbes Réguliers: Regular Verbs</a>	<a href="#">Les Verbes Irréguliers: Irregular Verbs</a>

Please click each unit to see what knowledge and skills are taught within.

### Year 3 Term 1: Salutations / Greetings

To be able to greet and hold a simple and short conversation in French. Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so we are able to have a simple and short conversation in French using the words and the short phrases we have learnt.

<p><b><u>By the end of this unit we will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Say 'hello' (formally and informally) in French.</li> <li>• Say 'my name is...' in French.</li> <li>• Ask somebody in French how they are feeling and give a reply.</li> <li>• Say 'goodbye' and 'see you soon' in French.</li> </ul>		<p><b><u>It will help if we already know:</u></b></p> <p>None as this is recommended as a starter unit.</p>
<p><b><u>Phonics &amp; pronunciation we will see:</u></b> CH OU ON OI</p> <ul style="list-style-type: none"> <li>• ON sound in salutations &amp; bonjour</li> <li>• OU sound in bonjour</li> <li>• OI sound in au revoir</li> <li>• Silent letters. We will see that the letter 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters in French.</li> <li>• Guttural 'R'.</li> </ul> <p>Becoming more familiar with the French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front.</p> <ul style="list-style-type: none"> <li>• Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>		<p><b><u>Grammar we will learn &amp; revisit:</u></b></p> <p>None in this unit as it is an introductory unit.</p>
<b><u>Lesson</u></b>	<b><u>Aims/Knowledge</u></b>	<b><u>Key Vocabulary</u></b>
1	To introduce the aim of the unit 'Les Salutations'. In this lesson, pupils will be introduced to some very basic language to allow for a simple, short exchange in French by the end of the unit.	Includes: bonjour, salut
2	How to say 'hello' and 'my name is...' in French.	Includes: bonjour, salut
3	Consolidate the words in French for 'hello' and 'my name is ...' in French before learning how to ask somebody how they are feeling in French.	Includes: ça va?
4	Further re-enforcement of the previous language: 'bonjour', 'salut', 'je m'appelle...' and 'ça va?' before introducing the three possible replies to the question of how pupils are feeling.	Includes: ça va bien, ça va mal, comme ci comme ça
5	The children will consolidate all previously learnt language and learn how to say 'au revoir' (goodbye) in French.	Includes: au revoir
6	The children will consolidate all previously learnt language and learn how to say 'à plus tard' (see you soon) in French.	Includes: à plus tard



### Year 3 Term 2: Les Couleurs et Les Nombres / Colours and Numbers

To learn 10 colours and count from 1-10 in French. Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term.

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

- Say 10 common colours in French.
- Count from 1-10 in French.

**It will help if we already know:**

None as this is recommended as a starter unit

**Phonics & pronunciation we will see:** CH OU ON OI

- ON sound in marron • OU sound in couleurs & rouge • OI sound in noir & trois
- Silent letters. We will see that the letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front.

**Grammar we will learn & revisit:**

None in this unit as it is an introductory unit.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit 'Les Couleurs et Les Nombres'. In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total ten) colours in French.	les couleurs, rouge, jaune, bleu, vert, gris
2	How to say five more colours in French.	blanc, violet, orange, marron, noir
3	Consolidate the words in French for the ten colours.	les couleurs, rouge, jaune, bleu, vert, gris, blanc, violet, orange, marron, noir
4	To learn how to count from 1-5 in French.	un, deux, trois, quatre, cinq
5	The children will consolidate all previously learnt language in week 4 and learn how to count to ten in French.	six, sept, huit, neuf, dix
6	To revise all language covered so far and complete assessment for the unit.	



### Year 3 Term 3: Les Animaux / Animals

To remember and recall from memory 10 common animals in French with the correct article/determiner

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

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).

**It will help if we already know:**

- The letter sounds from phonics and pronunciation lesson 1.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

**Phonics & pronunciation we will see:** CH OU ON OI

• CH sound in cheval • OU sound in souris & mouton • ONsound in cochon & mouton • OI sound in oiseau • Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

**Grammar we will learn & revisit:**

Nouns, gender, articles/determiners and verbs.  
To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the new topic of les animaux.	un lion, un oiseau, un lapin, un cheval, un mouton
2	To revise the five animals from last week and learn the next five animals in French.	un singe, un canard, un cochon, une souris, une vache
3	To consolidate and retain all ten nouns from this unit with a variety of memorising activities.	The previous 10 animals
4	To learn how to write the animals vocabulary by looking closely at the spellings through a variety of activities.	The previous 10 animals
5	Extend vocabulary by introducing je suis + animal.	je suis, devine qui je suis
6	To revise all language covered so far and complete assessment for the unit.	



### Year 3 Term 4: Les Fruits et Les Légumes / Fruit and Vegetables

To say what fruit we like and do not like in French and to be able to buy vegetables at a French market stall.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 fruits and vegetables in French.</li> <li>• Attempt to spell some of these nouns with their correct article/determiner.</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits we like and dislike in French.</li> </ul>		<p><b>It will help if we already know:</b></p> <p>The letter sounds from phonics and pronunciation lesson 1.</p> <ul style="list-style-type: none"> <li>• What a noun and article/determiner is in English.</li> <li>• What a verb is in English.</li> </ul>
<p><b>Phonics &amp; pronunciation we will see:</b> CH OU ON OI</p> <ul style="list-style-type: none"> <li>• OI sound in poire</li> <li>• Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.</li> <li>• Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.</li> <li>• Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise &amp; abricot. Made from the back of the mouth, not the front.</li> </ul>		<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Nouns, gender, articles/determiners and plural form.</p> <p>We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.</p>
<b>Lesson</b>	<b>Aims/Knowledge</b>	<b>Key Vocabulary</b>
1	In this lesson, pupils will learn how to name (with accurate pronunciation) and remember ten fruits in French.	les fruits, une pomme, une fraise, une pêche, une banana, unce cerise, une orange, une prune, une poire, un kiwi, un abricot
2	To move from singular noun to plural noun and consolidate all ten fruits in French	les fruits, les pommes, les fraises, les pêches, les bananes, les cerises, les oranges, les prunes, les poires, les abricots, les kiwis
3	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	J'aime, oui, non, Je n'aime pas, Est-ce que tu aimes...?
4	In this lesson, pupils will learn how to name (with accurate pronunciation) and remember ten vegetables in French.	les legumes, les épinards, les oignons, les carottes, les aubergines, les courgettes, les tomates, les haricots verts, les petits pois, les champignons, les pommes de terre
5	To revisit all ten vegetables in French and learn how to say "a kilo of..." plus a vegetable in French.	Un kilo de... / d'..., un demi kilo, je voudrais, s'il vous plaît
6	To revise all language covered so far and complete assessment for the unit.	



**Year 3 Term 5: Petit Chaperon Rouge / Little Red Riding Hood**

To learn the parts of the body in French via a traditional fairy tale in French. To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

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

- Sit and listen to a familiar story being told in French.
- Learn to use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in French.

**It will help if we already know:**

- The letter sounds from phonics and pronunciation lesson 1.
- Language introduced from units 'Animals', and 'Fruits & Vegetables'.

**Phonics & pronunciation we will see:** CH OU ON OI

• CH sound in chaperon, bouche & bûcheron • OU sound in rouge, loup, bouche & genoux  
 • ON sound in chaperon, maison & bûcheron. • Silent letters and liaison. The last consonants in French words are often silent as seen in the word pied. The final letter 's' in les is sometimes pronounced and sometimes not. When les is used in front of a word that starts with a consonant, you DO NOT hear the 's' on the end of les eg. les pieds the feet. When les is used in front of a word that starts with a vowel, most words starting with h, and the French word y, you DO pronounce the s on the end of les as seen in les yeux and les oreilles.

**Grammar we will learn & revisit:**

Definite, indefinite and partitive articles/determiners.  
 In the story there will be many definite, indefinite and partitive articles/determiners that we will recognise from previous units.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>	
1	Introduce new topic, storytelling in French using Petit Chaperon Rouge.	Petit Chaperon Rouge La maison La grand-mère Le loup Le bûcheron La forêt Les parents Des gâteaux	La tête La bouche Le nez Les yeux Les pieds Les oreilles Les genoux Les épaules Le corps
2	To listen to the story again and use word cards and picture cards together to help remember vocabulary.		
3	To read the story again but with a focus to learn parts of the body in French.		
4	Consolidate parts of the body in French and create a "flexible" rabbit in card, labelled in French.		
5	Consolidate and use all the new language independently from the fairy tale by mind mapping.		
6	To revise all language covered so far and complete assessment for the unit.		



### Year 3 Term 6: Je Peux... / I can...

To say 'I can...' plus a range of activities in French. Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with je peux. Being able to create longer sentences. Understanding better je means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.

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

- Recognise, use and remember 10 common French verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with je peux.

**It will help if we already know:**

- The letter sounds from phonics and pronunciation lesson 1.
- Language introduced from units like 'Animals' and 'Fruits & Vegetables' and in particular je plus conjugated verb.
- What a verb is in English.

**Phonics & pronunciation we will see:** CH OU ON OI

- CH sound in chanter • OU sound in écouter • OI sound in boire • Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger.

**Grammar we will learn & revisit:**

Modal verb plus infinitive.  
Learning that je peux (that comes from the modal verb pouvoir and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	Introduce the children to verbs in French.	danser, chanter, cuisine, manger, regarder
2	To introduce the next five verbs to the class.	sauter, écrire, écouter, boire, parler
3	To consolidate all ten verbs and integrate je peux.	je peux..., oui, non
4	To use all new knowledge to improve listening and reading skills in French.	all previously taught vocabulary
5	To use all new knowledge in writing activities.	all previously taught vocabulary
6	To revise all language covered so far and complete assessment for the unit.	all previously taught vocabulary



### Year 4 Term 1: Les Formes / Shapes

Working on being able to pronounce and remember new words in French using clear colourful images of the shapes to help us. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the shapes in French over a longer period of time.

<p><b><u>By the end of this unit we will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 shapes in French.</li> <li>• Attempt to spell some of these shapes in French.</li> <li>• Attempt to remember which shapes are un or une.</li> <li>• Revise and/or learn numbers 1-5 in French.</li> </ul>	<p><b><u>It will help if we already know:</u></b></p> <p>From 'Number and Colours' unit, numbers 1-5 in French will be revised and consolidated in this unit.</p>
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<p><b><u>Phonics &amp; pronunciation we will see:</u></b> CH OU ON OI</p> <ul style="list-style-type: none"> <li>• OI sound in étoiles</li> <li>• Silent letters. We will see that the letter 's' is not pronounced in triangles and all the other shapes when they are in plural form. We will learn that when 's' is a final consonant it is nearly always a silent letter in French.</li> <li>• Liaison. The normally silent 'x' in deux is pronounced in deux ovales but the 'x' almost sounds like a 'z'. This happens often in French when a word ending in 'x' is followed by a word starting with a vowel. We will learn in later units that this is called 'liaison'.</li> <li>• Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in cercle. Made from the back of the mouth, not the front.</li> </ul>	<p><b><u>Grammar we will learn &amp; revisit:</u></b></p> <p>Nouns, gender &amp; articles/determiners.</p> <p>In this unit we will be exploring that the word for a/an in French can be either un and une (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. In French this is called the gender of the noun). We will learn that it is important to remember which shapes are un and which shapes are une. We will see this a lot as we learn more French!</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit 'Les Formes'. In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) shapes in French.	Includes: un triangle, un carré, un ovale
2	Five more nouns for shapes in French.	Includes: un losange, une étoile etc.
3	Consolidate of all ten shapes in French, with a focus on the article.	Includes: dessinez, un carré, une ligne, un heaxagon
4	Further re-enforcement of the ten shapes using the numbers 1-5.	Includes: dessinez, un carré, une ligne, trois pentagones, cinq cercles
5	The children will consolidate numbers and shapes using a variety of creative activities.	Includes: dessinez, un carré, une ligne, trois pentagones, cinq cercles
6	To revise all language covered so far and complete assessment for the unit.	





### Year 4 Term 2: Je Me Présente / Presenting Myself

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

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

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).

**Phonics & pronunciation we will see:** I IN IQUE ILLE

• IN sound in cinq • I sound in huit, dix, Patrick, habite, Paris & suis • Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

**Grammar we will learn & revisit:**

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

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the unit 'Je me présente'. In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in French.	ça va? (plus options) / numbers 1 to 10 / au revoir
2	To learn how to ask and answer the question 'Comment tu-t'appelles?' (What is your name?) in French.	Je m'appelle / comment tu t'appelles? / numbers 10 to 20
3	To consolidate numbers 1-10 and to introduce numbers 11-20 in French.	Quel âge as-tu? / J'ai ... ans / numbers 10 to 20
4	To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).	J'habite a ... / où habites tu? / numbers 1 to 20 (extension up to number 30)
5	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.	Je suis + nationality
6	To revise all language covered so far and complete assessment for the unit.	



### Year 4 Term 3: La Famille / Family

We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.

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

- Remember the nouns for family members in French from memory.
- Describe our own or a fictitious family in French by name, age, and relationship.
- Count to 70 in French.
- Understand possessive adjectives better in French ('my' form only).

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the 'Early Learning' and 'Presenting Myself' units (how to say our name, age, nationality, where we live and numbers 1-20).
- What a verb is in English and be familiar with the French high frequency verbs in first person singular form e.g. je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).

**Phonics & pronunciation we will see:** I IN ILLE IQUE

- I sound in Famille & Fille
- IN sound in cinq & cinquante
- ILLE sound in Famille
- IQUE sound in unique
- Silent Letters: The final consonant (s) is not pronounced in appelles, ans, sœurs, mes grands-parents, les or parents. This is often but not always the case in French.
- Elision : In je m'appelle/ il s'appelle/ elle s'appelle/ j'ai.

**Grammar we will learn & revisit:**

Nouns, articles/determiners & possessive adjectives.  
Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French mon, ma and mes for our one word 'my' in English. Moving from 'I am' and 'I have' to 'he/she is' and 'he/she has'.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in French.	Includes: la famille, la mère, le père, la sœur, le frère, la grand-mère, le grand-père, l'oncle, la tante
2	To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.	Includes: Mon, ma, mes, mon père, ma mère, mon frère, ma sœur
3	To introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)	Includes: je suis fils unique, je suis fille unique, j'ai un frère, j'ai deux frères, j'ai une sœur, j'ai deux sœurs
4	To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle.	Includes: ma mère s'appelle, mon père s'appelle, je m'appelle, il s'appelle, elle s'appelle, ils s'appellent, elles s'appellent
5	To learn how to say and recognise numbers 1-70 (and 1-100 in the optional challenge section) in French.	Includes: j'ai sept ans, ma sœur a neuf ans, mon frère a huit ans
6	To revise all language covered so far and complete assessment for the unit.	



### Year 4 Term 4: Chez Moi / My Home

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say and write in French whether we live in a house or an apartment.</li> <li>• Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</li> <li>• Use the connective/conjunction et to link two sentences together.</li> </ul>		<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2.</li> <li>• Vocabulary from the Early Learning units.</li> <li>• Vocabulary from 'Je Me Présente', and 'Ma Famille' Intermediate units to be able to present ourselves, talk about our/a family and pets.</li> </ul>
<p><b>Phonics &amp; pronunciation we will see:</b> É E È EAU EUX</p> <ul style="list-style-type: none"> <li>• E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>		<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Indefinite articles, negative &amp; high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb HABITER a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.</p>
<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	In this lesson pupils will learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. The key structure used is "J'habite..." (I live).	Includes: une maison, un appartement, en ville, au bord de la mer
2	Consolidation of last week's language connected to "J'habite..." plus the first five nouns for rooms of the home.	Includes: chez moi il y a..., une cuisine, une salle à manger etc.
3	To learn another five nouns for rooms of the home. To further consolidate the language covered so far – especially 'Chez moi il y a...' ('In my home there is... / there are) using these ten articles and nouns.	Includes: chez moi il y a..., un bureau, un salon
4	Develop further linguistic progression by learning how to use the negative structure "Chez moi il n'y a pas de..."	Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine
5	The children will be encouraged to put all their new language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans) in a role play activity.	Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine, je m'appelle, j'habite dans..., j'ai ... ans
6	To revise all language covered so far and complete assessment for the unit.	



### Year 4 Term 5: En Classe / In the Classroom

To say what you have and do not have in your pencil case in French. To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>• Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>• Learn how to use the negative in French.</li> <li>• Describe what we have and do not have in our pencil case/rucksack.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2.</li> <li>• Vocabulary from a variety of ‘Early learning Units’ units and the Intermediate unit Je me présente.</li> <li>• That J’ai means ‘I have’ and comes from the verb avoir (to have) in French.</li> <li>• What a nouns, verbs, possessive adjectives and articles/determiners are.</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> I IN IQUE ILLE</p> <ul style="list-style-type: none"> <li>• I sound in livre, calculatrice &amp; ciseaux.</li> <li>• Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.</li> <li>• Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux</li> <li>• Elision. J’ai. Dropping the last letter of a word (in this case the ‘e’ in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute ‘h’. This facilitates pronunciation and is not optional in French.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Nouns, gender, articles/determiners &amp; use of the negative. Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from revisiting j’ai... (‘I have’) to learning the negative option je n’ai pas de... (‘I do not have’) in French.</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To start the unit and introduce the nouns and articles/determiners for seven common classroom objects.	un livre, un cahier, un bâton de colle, un crayon, un stylo, un taille-crayon, un sac à dos
2	To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form).	une calculatrice, une règle, une trousse, une gomme, des ciseaux
3	To learn the question ‘Qu’est-ce qu’il y a dans ta trousse ?’ and have the knowledge and skills to formulate an answer using the structure ‘Dans ma trousse j’ai...’ both in spoken (role-play) and written form.	Qu’est-ce qu’il y a dans ta trousse ? Dans ma trousse... J’ai, Et
4	To consolidate the previously learnt language and introduce the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.	Mon, ma, mes
5	To learn how to use the negative structure ‘Je n’ai pas de...’ so that pupils can produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.	J’ai Je n’ai pas de...
6	To revise all language covered so far and complete assessment for the unit.	



### Year 4 Term 6: Au Café / At the Café

To be able to order what you would to eat and drink in a French café. To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.

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

- Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.
- Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the Early Learning units.
  - How to say 'hello', 'goodbye', 'please' and 'thank you' in French.

**Phonics & pronunciation we will see:** I IN IQUE ILLE

- IN sound in orangina • I sound in petit, citron, frites, confiture & biscottes • Silent letters. The 's' is not pronounced in words like frites, voudrais, prends, jus or biscottes. This is often the case with final consonants (in these examples 's') at the end of words in French.

**Grammar we will learn & revisit:**

Nouns, gender, determiners/articles & je voudrais. Realising that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like a croissant but some butter. There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French. Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	Introduce the unit Au Café. The aim of the unit is to enable the children to be able to order drinks and snacks in a French café. This lesson will give them the vocabulary in French for ordering drinks.	Je prends... / s'il vous plaît / selection of French drinks including: un jus d'orange, un thé au lait and many more.
2	To revise the new vocabulary from last week and start the presentation of foods that may be ordered for breakfast at a French café.	Je prends... / s'il vous plaît / selection of French foods including: un croissant, des céréales and many more.
3	To revise the new vocabulary from last week and to now integrate the food and drinks together as a café role play.	Qu'est-ce tu prends pour le petit déjeuner / je prends... / s'il vous plaît / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more.
4	To complete a class survey.	Qu'est-ce tu prends pour le petit déjeuner / je prends... / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more.
5	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available at a French café.	Qu'est-ce tu prends / je prends... / je voudrais / l'addition s'il vous plaît / selection of French snacks and drinks including: un croque monsieur, une crêpe and many more.
6	To consolidate all the language by creating a real French Café in the class room and completing the 'I can do...' grid for the unit.	



### Year 5 Term 1: La Date / The Date

To be able to say the date in French. To learn how to formulate the date in French and to say when our birthday is using days of the week, months of the year and numbers 1-31.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.</li> <li>• Ask and answer what the date is in French.</li> <li>• Ask and answer the question ‘when is your birthday?’ in French.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2.</li> <li>• Language introduced from Early Learning units &amp; numbers 1-31.</li> <li>• Vocabulary from ‘je me présente’ and ‘la famille’ units (Intermediate), how to say your name, age, where you live and vocabulary for family members.</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> É E È EAU EUX</p> <ul style="list-style-type: none"> <li>• É sound in février &amp; décembre • E sound in septembre &amp; novembre • EUX sound in deux. • Silent letters. You will hear and see that the ‘t’ is not pronounced in ‘est’ and ‘juillet’.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Ordinal &amp; cardinal numbers.</p> <p>To learn that months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier/1er).</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To recognise, recall and spell the seven days of the week in French.	les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Aujourd’hui c’est quell jour?, Aujourd’hui c’est..., Quel est ton jour préféré?, Mon jour préféré, c’est le...
2	To recognise, recall and spell the twelve months of the year in French.	les mois, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre
3	To consolidate numbers 1-20 and to introduce numbers 21-31 in French, allowing the children enough knowledge of numbers to say the date in French by the end of the unit.	The numbers from 1-31
4	To consolidate all language taught so far in the unit in order to be able to say the date in French.	Quelle est la date aujourd’hui?, Aujourd’hui c’est...
5	To learn how to ask and answer the question ‘C’est quand ton anniversaire ?’ (When is your birthday?) in French.	C’est quand ton anniversaire?, Mon anniversaire est les...
6	To revise all language covered so far and complete assessment for the unit.	



### Year 5 Term 2: As-Tu Un Animal? / Do You Have A Pet?

To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in French what pet we have/do not have and give our pet’s name.</li> <li>• Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units.</li> <li>• Vocabulary from ‘Je Me Présente’ and ‘Ma Famille’ units.</li> <li>• The difference between a definite and indefinite article/determiner.</li> <li>• That nouns in French have gender and this has an impact on the determiner.</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> É E È EAU EUX</p> <ul style="list-style-type: none"> <li>• É sound in Cécile</li> <li>• E sound in je &amp; de</li> <li>• EAU sound in oiseau</li> <li>• Silent letters. ‘S’ is not pronounced in mais or souris and the t is not pronounced in et, chat. ‘S’ &amp; ‘T’ are often silent at the end of French words.</li> <li>• ‘H’ Aspiré. This type of ‘H’ is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the ‘h’ in hamster acts like a consonant which is why it is ‘je n’ai pas de hamster’.</li> <li>• Elision Je n’ai pas d’oiseau. Dropping of the last letter of a word (in this case the ‘e’ in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Indefinite articles, high frequency verbs &amp; negative.          Revisiting 1st person singular conjugations of high frequency verbs je m’appelle, j’ai, je suis and j’habite. Indefinite articles/determiners un and une. Negative structure je n’ai pas de/d’...</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit As-tu un animal? (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for “a” or “an” in French).	un chien / une tortue etc. / as-tu un animal.
2	Consolidation of new ‘Pets’ vocabulary. Use of “J’ai...” (“I have...”) plus a pet and we will also introduce the connective “et” (“and”).	un chien / une tortue etc. / as-tu un animal? / J’ai... / et
3	Further development of our French knowledge by introducing, learning and using the structure “qui s’appelle...” (“that is called...”).	un chien / une tortue etc. / as-tu un animal? / J’ai... / et / qui s'appelle...
4	Further linguistic progress by learning how to use the negative structure “je n’ai pas de / d’...”.	un chien / une tortue etc. / as-tu un animal? / J’ai... / et / mais / qui s'appelle... / Je n'ai pas de...
5	The children will be shown how to link all their new language together and will also be introduced to a new connective “mais” (“but”) that they can incorporate into their work.	un chien / une tortue etc. / as-tu un animal? / J’ai... / et / mais / qui s'appelle... / Je n'ai pas de...
6	To revise all language covered and complete assessment for the unit.	



### Year 5 Term 3: Boucle d'Or Et Les Trois Ours / Goldilocks and the Three Bears

To learn to listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language.  
Learning to always look for cognates first and using picture, word and phrase cards for support.

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

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

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' units.
- Ideally the skills covered in the 'Petit Chaperon Rouge' unit from Early Learning. Being used to listening to an entire familiar fairy tale in French and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

**Phonics & pronunciation we will see:** I IN IQUE ILLE

- I sound in petit, lit & il
- ILLE sound in fille
- Silent letters. The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when they are at the end of a French word.
- Liaison. Ils ont. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!

**Grammar we will learn & revisit:**

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

Lesson	Aims/Knowledge	Key Vocabulary	
1	To introduce the aim of the unit - to learn new vocabulary by using a well-recognised story Boucle d'Or et Les Trois Ours (Goldilocks & The Three Bears).	Boucle D'Or	Grand
2	To learn and retain new vocabulary by improving reading skills using word cards from the familiar story Boucle d'Or Et Les Trois Ours (Goldilocks & The Three Bears).	Papa ours	Basse
3	To learn and retain new vocabulary using phrase cards of the story Boucle D'Or Et Les Trois Ours	Maman ours	Dur
4	To write their own Goldilocks story in French.	Bébé ours	Mur
5	To write their own Goldilocks story in French.	Une maison	Le grand bol était trop salé.
6	To revise all language covered so far and complete assessment for the unit.	Une forêt	Le moyen bol était trop sucré.
		Le grande bol	Le petit bol était juste comme il faut.
		Le moyen bol	La grande chaise était trop grande.
		Le petit bol La grande chaise	La moyenne chaise était trop basse.
		La moyenne chaise	La petite chaise était juste comme il faut.
		La petite chaise	Le grand lit était trop dur.
		Le grande lit	Le moyen lit était trop mou.
		Le moyen lit	Le petit lit était juste comme il faut.
		Le petit lit	
		Sucré	
		Salé	





### Year 5 Term 4: Les Habitats / Habitats

To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that live in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say and write the key elements animals and plants need to survive.</li> <li>• Name the 5 most common types of habitats.</li> <li>• Name an animal and a plant that live and grow in each type of habitat.</li> <li>• Name an adaptation of each plant and animal mentioned in the unit.</li> <li>• To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1, 2, 3 &amp; 4.</li> <li>• Language from Early Learning and Intermediate units.</li> <li>• What a verb is in English</li> <li>• How to approach longer text in French having completed units such as ‘Petit Chaperon Rouge’ and ‘Boucle D’Or’.</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in arctique &amp; queue</li> <li>• Ç sound in balançant • EN sound in endroit, parfaitement &amp; seulement</li> <li>• AN sound in dans, océan &amp; année</li> <li>• Silent letters. The ‘s’ is not pronounced in planètes, bras, dans and the ‘t’ is not pronounced in et or seulement and ‘d’ is not heard in chaud. The letters s, x, z, t, d, n and m are normally silent when at the end of a word.</li> <li>• ‘-ent’ is not pronounced in habitent or poussent. This verb ending when seen on 3rd person plural present tense endings is never pronounced.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Verbs. Exploring the two regular ‘-er’ verbs POUSSER and HABITER and in particular the 3rd person conjugation of the two verbs.</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To learn in French the essential elements that all plants and animals need to survive. We will learn how to decode and break down unfamiliar language - learning to look out first for cognates. To use French supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in French.	Includes les habitats, la nourriture, l'eau etc.
2	To learn about some of the key habitats in our world. To use listening and reading activities to help decipher and decode meaning whilst looking and listening specifically for any key words seen and heard in lesson 1.	Includes l'Amazonie, le Sahara etc.
3	To learn in French which plants grow in specific habitats and why. The children will be introduced to the verb pousser - ‘to grow’.	Includes les cactus, les buissons, les feuilles, les épines etc.
4	To learn about which animals live in specific habitats and why. The children will be introduced to the verb habiter - ‘to live’.	Includes le singe araignée, le requin, la queue, les bosses etc.
5	Consolidate which animals and which plants live in a particular habitat. Presenting to the class on the above.	All 12 months of the year
6	To consolidate all the language covered in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat.	



### Year 5 Term 5: La Seconde Guerre Mondiale / The Second World War

To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Group and order words to decode unknown language.</li> <li>• Understand the key facts of history from WW2 when described in French.</li> <li>• Say and write in French the key countries and languages involved in WW2.</li> <li>• Write a letter in French home explaining what life is like as an evacuee living in the countryside.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</li> <li>• Language introduced from Early Learning and Intermediate units.</li> <li>• How to listen to and approach longer text in French having completed units such as 'Petit Chaperon Rouge' and 'Boucle D'Or'.</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in Tchecoslovaquie &amp; tchecoslovaque</li> <li>• Ç sound in français • GNE sound in Allemagne &amp; Pologne</li> <li>• AN sound in Angleterre, amusant &amp; dangereux • ENsound in parents &amp; enfumé</li> <li>• Silent letters. The 's' is not pronounced in français, anglais and the 'x' is not pronounced in dangereux, as with the 't' which is not heard in et and amusant. This often happens when these letters are the last consonants in French.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit La Seconde Guerre Mondiale. To improve reading and listening skills by learning how to decode unknown language in longer pieces of French text.	This lesson concentrates on language learning strategies rather than specific lists of related vocabulary. It is a vital unit for a more rounded language learning result.
2	To learn in French some of the countries and languages involved in World War II.	7 countries including l'Angleterre / la France etc. / 7 languages spoken including en Angleterre on parle...
3	To improve the listening and reading skills of the children by listening to the story of Ralph (an evacuee) in French.	This lesson concentrates on language learning strategies rather than specific lists of related vocabulary. It is a vital unit for a more rounded language learning result.
4	To improve their range of vocabulary by learning key words for things Vera (an evacuee) saw in the countryside and in the city.	j'ai vu (past tense) en ville... plus various options / j'ai vu (past tense) à la campagne... plus various options
5	For children to improve their language skills by using adjectives to compare city and country life. Taught through the story of Daisy (an evacuee).	All 12 months of the year
6	To finish the unit by writing a letter home in French as an evacuee and complete the end of unit assessment.	This lesson concentrates on language learning strategies rather than specific lists of related vocabulary. It is a vital unit for a more rounded language learning result.



### Year 5 Term 6: Quel Temps Fait il? / What is the Weather like?

To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the 9 weather expressions in French from memory.</li> <li>• Ask what the weather is today and give a reply in French.</li> <li>• Describe the weather in France, in French using a weather map with symbols</li> </ul>		<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</li> <li>• Language introduced from Early Learning units.</li> <li>• Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality.</li> </ul>
<p><b>Phonics &amp; pronunciation we will see:</b> É E È EAU EUX</p> <ul style="list-style-type: none"> <li>• E sound in le &amp; de • EAU sound in beau</li> <li>• Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans &amp; mauvais and the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.</li> <li>• Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.</li> </ul>		<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Use of il y a &amp; faire in weather phrases.</p> <p>Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.</p>
<b>Lesson</b>	<b>Aims/Knowledge</b>	<b>Key Vocabulary</b>
1	To introduce new unit Quel temps fait-il? Introduce the new vocabulary connected to the weather in French.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc.
2	To consolidate our work on the weather using PowerPoints and matching pairs game.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc.
3	To use new weather language in a listening exercise integrating days of the week.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc.
4	To learn how to read a weather map and describe the weather in different parts of the country.	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc.
5	To use all the weather information learnt in this unit to be French weather presenters!	Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc. / bienvenue / je m'appelle
6	To revise all language covered so far and complete assessment for the unit.	



### Year 6 Term 1: À L'École / At School

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name the subjects we study in school in French with the correct definite article/determiner.</li> <li>• Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> <li>• Start to tell the time by learning how to say time by the hour.</li> <li>• Say at what time we study certain subjects at school.</li> </ul>	<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</li> <li>• Language introduced from Early Learning and Intermediate units.</li> <li>• How to give our personal details from memory (name, age and where we live).</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in informatique &amp; musique</li> <li>• Ç sound in français • AN sound in anglaise, français, amusant &amp; intéressant • EN sound in sciences</li> <li>• Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux.</li> <li>• Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Nouns, gender, definite articles &amp; high frequency regular verb étudier. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit À L'École and to introduce the vocabulary for school subjects.	10 school subjects in French including les maths / l'anglais etc.
2	To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase.	10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas...
3	To revise numbers 1-12 and learn how to tell the time (by the hour) in French.	Il est... (plus the time by the hour)
4	To consolidate all the language covered so far by learning how to say what time you study a particular subject.	10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour (il est...) / days of the week
5	To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time.	
6	To revise all language covered so far and complete assessment for the unit.	



### Year 6 Term 2: Le Week-end / The Weekend

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

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

- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

**Phonics & pronunciation we will see:** QU Ç GNE EN AN

- QU sound in quelle, informatique & musique • ANsound in bandes, amusant, intéressant & fatigant
- ENsound in prends & finalement
- Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.
- Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

**It will help if we already know:**

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- Time on the hour as presented in the À L'École Progressive unit.
- How to give our personal details from memory (name, age and where we live).

**Grammar we will learn & revisit:**

Verbs, conjunctions and opinions.  
Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.

<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit Le Week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.	Time in detail including et quart / moins le quart etc. / il est...
2	To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.	10 weekend activities including je joue au foot / je vais à la piscine etc.
3	To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.	10 weekend activities including je joue au foot / je vais à la piscine etc.
4	To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.	10 weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc.
5	To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.	
6	To revise all language covered so far and complete assessment for the unit.	



### Year 6 Term 3: Manger et Bouger / Healthy Lifestyle

To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say and write what we eat and drink to stay healthy.</li> <li>• Say and write what we do not eat and drink to stay healthy.</li> <li>• Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>• Follow a simple, healthy recipe in French.</li> </ul>	<p><b>It will help if we already know:</b></p> <p>The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</p> <ul style="list-style-type: none"> <li>• Language introduced from a wide range of Early Learning and Intermediate units.</li> <li>• How to give our personal details from memory (name, age and where we live).</li> <li>• How to tell the time as seen in 'À L'École' &amp; 'Le Week-end'</li> </ul>
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<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in électroniques • EN sound in promenade</li> <li>• AN sound in manger, santé, viande &amp; mélangez</li> <li>• Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.</li> </ul>	<p><b>Grammar we will learn &amp; revisit:</b></p> <p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions.</p> <p>Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas &amp; je ne bois pas). Exploring verbs in the imperative form to give instructions.</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	To introduce the aim of the unit Manger et Bouger. The children will improve their range of vocabulary by learning ten new words for healthy foods and drinks in this lesson.	10 healthy food and drink choices (including du poisson / des fruits) etc.
2	To learn ten new words for unhealthy foods in French helping to create wider vocabulary and improve memory skills.	10 unhealthy food and drink choices (including des frites / du chocolate)
3	To consolidate the children's learning of the new vocabulary by using PowerPoint and snap card activities. They will also analyse the grammar rule for the correct use of 'some' in French.	10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolate) / introduction to the concept of 'some' in French (du / de l' / de la / des) / use of the verbs manger and boire in both positive and negative form using the form je only.
4	To improve their range of vocabulary by learning key phrases for activities they may do to keep fit and using this new language to interview each other in a class survey.	8 options for active and non-active physical activities je joue au foot / je ne regarde pas la télévision
5	To improve their reading skills by learning the instructions for how to follow a healthy recipe in French.	Example of a healthy recipe and various cooking instructions including coupez / ajoutez etc.
6	To revise all language covered so far and complete assessment for the unit.	



### Year 6 Term 4: Moi Dans La Monde / Me in the World

To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in French.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>• Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> <li>• Say and write something we do to help the planet.</li> </ul>		<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</li> <li>• Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).</li> <li>• How to give our personal details from memory (name, age and where we live).</li> </ul>
<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in quel, qu'est-ce que, quelle &amp; plastique • Ç sound in ça &amp; français</li> <li>• GNE sound in montagnes • EN sound in commence, Valentin &amp; environnement</li> <li>• AN sound in dans, Merwan, Canada &amp; franc • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</li> <li>• -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.</li> </ul>		<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Verbs &amp; near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</p>
<b>Lesson</b>	<b>Aims/Knowledge</b>	<b>Key Vocabulary</b>
1	To introduce the aim of the unit Moi Dans le Monde ("Me in the world"). This lesson will introduce our four characters and their locations in the Francophone World.	Includes: Je m'appelle..., J'habite à..., J'habite en..., Je parle...
2	This week each character will tell us more about a favourite celebration in their country.	Includes: Ma fête préférée est..., il y a des défilés de chars, il y a des feux d'artifice, il y a des plats spéciaux, il y a des défilés militaires.
3	Children will consolidate their cultural knowledge and understanding as two of the characters (Jasmina and Edouard) give more detailed information on two different religious celebrations.	Includes: l'Aïd, Noël, rupture du jeûne, grande fête, en famille, des cadeaux.
4	Develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au-Prince (Haiti).	Includes: il y a, habitants, climat, des montagnes, des plages.
5	The four characters in this unit will discuss how they are going to be more responsible global citizens by doing more to protect our planet.	Includes: Qu'est-ce que tu vas faire pour protéger notre planète?, Je vais utiliser moins de...
6	To revise all language covered so far and complete assessment for the unit.	



### Year 6 Term 5: Les Verbes Réguliers / Regular Verbs

To work on becoming more familiar and confident using verbs in French. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the je/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.

<p><b><u>By the end of this unit we will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Understand better what personal/subject pronouns are.</li> <li>• Understand better the concept of verb stems and endings.</li> <li>• Conjugate easily and with clear understanding regular -er verbs like JOUER.</li> <li>• Conjugate easily and with clear understanding regular -ir verbs like FINIR.</li> <li>• Conjugate easily and with clear understanding regular -re verbs like VENDRE.</li> </ul>	<p><b><u>It will help if we already know:</u></b></p> <ul style="list-style-type: none"> <li>• The letter sounds from phonics and pronunciation lessons 1, 2, 3 &amp; 4.</li> <li>• What a verb means in English.</li> <li>• What a personal /subject pronoun is in English.</li> <li>• What is meant by the term ‘infinitive’.</li> <li>• What is meant by a verb conjugation.</li> </ul>
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<p><b><u>Phonics &amp; pronunciation we will see:</u></b></p> <ul style="list-style-type: none"> <li>• Silent letters. There are lots of silent letters and silent letter strings in the four high frequency regular verbs used in this unit. The ‘s’ in tu joues &amp; tu finis and je vais ,je fais , tu as and tu fais for example. The letters s, x, z, t, d, n and m, normally silent when at the end of a word, are often pronounced when the next word begins with a vowel.</li> <li>• -entin the ils/elles conjugations ils/elles jouent/finissent/vendent is silent. The -ent at the end of a French verb is never pronounced.</li> </ul>	<p><b><u>Grammar we will learn &amp; revisit:</u></b></p> <p>Subject pronouns &amp; regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of jouer (to play), finir (to finish) and vendre (to sell).</p>
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<u>Lesson</u>	<u>Aims/Knowledge</u>	<u>Key Vocabulary</u>
1	Learn/revise in English what a pronoun is and what these look like in French. Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in French.	All of the pronouns are introduced including Je, Tu, Nous, Vous, Elles etc.
2	Learn about the three different types of infinitive verb categories in French. –ER, -IR and –RE. Learn about verb stems and endings.	Regular verbs including Jouer, Finir and Vendre.
3	Learn about regular French -ER verbs. Use graded writing activities to help consolidate the regular –ER verbs.	Regular -ER verbs JOUER and HABITER.
4	Learn about regular French -IR verbs. Use graded writing activities to help consolidate our work with regular French –IR verbs.	Regular -IR verb FINIR.
5	Learn about regular French -RE verbs. Use graded writing activities to help consolidate our work the regular French -RE verbs.	Regular -RE verb VENDRE.
6	To revise all language covered so far and complete assessment for the unit.	All topics revised.





### Year 6 Term 6: Les Verbes Irréguliers / Irregular Verbs

To work on becoming more familiar and confident using verbs in French, understanding that some verbs in French do not follow the same patterns as seen in regular verbs. To start to conjugate irregular verbs from memory paying attention to the many silent letters! Getting used to using more than just the first person singular of a verb (the je/l form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used for reference.

<p><b>By the end of this unit we will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>• Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> <li>• Say and write something we do to help the planet.</li> </ul>		<p><b>It will help if we already know:</b></p> <ul style="list-style-type: none"> <li>• The letter sounds (phonics &amp; phonemes) from phonics and pronunciation lessons 1,2 &amp; 3.</li> <li>• Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).</li> <li>• How to give our personal details from memory (name, age and where we live).</li> </ul>
<p><b>Phonics &amp; pronunciation we will see:</b> QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>• QU sound in quel, qu'est-ce que, quelle &amp; plastique • Ç sound in ça &amp; français</li> <li>• GNE sound in montagnes • EN sound in commence, Valentin &amp; environnement</li> <li>• AN sound in dans, Merwan, Canada &amp; franc • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</li> <li>• -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.</li> </ul>		<p><b>Grammar we will learn &amp; revisit:</b></p> <p>Verbs &amp; near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</p>
<b>Lesson</b>	<b>Aims/Knowledge</b>	<b>Key Vocabulary</b>
1	Learn/revise what a pronoun is in English and what these look like in French. Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in French.	All of the pronouns are introduced including Je, Tu, Nous, Vous, Elles etc.
2	Learn about the French irregular verb ALLER ('to go'). Use graded writing activities to help consolidate our learning of the French irregular verb ALLER.	Irregular verb ALLER.
3	Learn about the French irregular verb AVOIR (to have). Use graded writing activities to help consolidate our learning of the French irregular verb AVOIR.	Irregular verb AVOIR.
4	Learn about the French irregular verb ÊTRE ('to be'). Use graded writing activities to help consolidate our learning of the French irregular verb ÊTRE.	Irregular verb ÊTRE.
5	Learn about the French irregular verb FAIRE ('to do'). Use graded writing activities to help consolidate our learning of the French irregular verb FAIRE.	Irregular verb FAIRE.
6	To revise all language covered so far and complete assessment for the unit.	All topics revised.

