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|  |  | **National Curriculum Outcomes***(Endpoints children will achieve)**Listening Speaking Reading Writing Grammar* | **Substantive Knowledge** | **Disciplinary Knowledge***Phonics, Grammar* | **Vocabulary** | **Culture***(How is a love of French fostered school wide? How are children exposed to French at all ages?)* |
|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Autumn Term** | **La Phonétique Lesson 2** |  | * Improve their French pronunciation.
* Read with improved accuracy.
 | * How to pronounce the second set of sounds/phonemes.

/i/ /in/ /ique/ /ille/* Accents change the pronunciation of a letter.

Acute (upwards) accent makes our voice go up.Grave (downward) accent makes our voice go down or stretch.Cedilla accent on the letter ‘c’ makes it sound like an ‘s’.* Circumflex (hat) accent tells us the letter ‘s’ used to follow the vowel.
 | Acute (é)Grave (à è ù) Cedilla (ç)Circumflex (â ê) | Phonics should be continually revisited throughout the year as the children encounter new vocabulary and learn to accurately pronounce it. |
| **Autumn Term** | **Ma Famille (My Family)** | * 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 language being studied: nouns and articles/determiners, high frequency verbs in the first person, possessive adjectives, use of the negative form and conjunctions and connectives.
 | * Accurately pronounce family members.
* Describe our family (including name, age and relationship).
* Count to 100 in French.
 | * How to pronounce words containing: /i/ /in/ /ille/ /ique/ and silent letters.

i: f**i**llein: c**in**q/c**in**quanteille: fam**ille**ique: un**ique**silent letters: paren**ts*** Possessive nouns depend on the gender and quantity of the noun.
* Mon (masculine)
* Ma (feminine)
* Mes (plural)
* Understand how to conjugate s’appeler (to be called) and avoir (to have) in the 3rd person singular.
* il/elle s’appelle…
* il/elle a…
* How to apply the vocabulary learnt when discussing their family.
 | * la famille = the family
* la mère = the mother
* la grand-mère = the grandmother
* la tante = the aunt
* la fille = the daughter
* la sœur = the sister
* le fils = the son
* le frère = the brother
* l'oncle = the uncle
* le père = the father
* le grand-père = the grandfather
* les parents = the parents
* les grands-parents = the grandparents
* des frères et sœurs = siblings/brothers and sisters
* dix = ten
* vingt = twenty
* trente = thirty
* quarante = fourty
* cinquante = fifty
* soixante = sixty
* soixante-dix = seventy
* quatre-vingts = eighty
* quatre-vingt-dix = ninety
* cent = one hundred
 | Key vocabulary will be displayed within the classroom.Encourage children to use the vocabulary when stating who is collecting them. Repeat in English to ensure accuracy. |

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|  |  | **National Curriculum Outcomes***(Endpoints children will achieve)**Listening Speaking Reading Writing Grammar* | **Substantive Knowledge** | **Disciplinary Knowledge***Phonics, Grammar* | **Vocabulary** | **Culture***(How is a love of French fostered school wide? How are children exposed to French at all ages?)* |
|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Spring Term** | **As-tu un animal? (Pets)** | * Listen attentively to spoken language and show understanding by joining in and responding.
* 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.
* 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 language being studied: nouns and articles/determiners, high frequency verbs in the first person, possessive adjectives, use of the negative form and conjunctions and connectives.
 | * Recognise eight pets and their gender.
* Ask someone if they do or don’t have a particular pet and offer a reply.
* Name their pet using a full sentence.
* Use connectives (et/mais) when writing and speaking.
 | * How to pronounce words containing: é and eau.

**é:** C**é**cile**eau:** ois**eau****silent letters:** souri**s**/cha**t****elision:** j’ai* Understand the role of gender in the choice of determiner.
* Understand how to conjugate avoir (to have) in the first person.
* j’ai…
* Understand how to use the negative form – je n’ai pas de (I do not have).
* How to apply the vocabulary learnt when discussing their pets.
 | * un lapin: a rabbit
* un chien: a dog
* un chat: a cat
* un oiseau: a bird
* un hamster: a hamster
* un poisson rouge: a goldfish
* une tortue: a tortoise
* une souris: a mouse
 | Key vocabulary will be displayed within the classroom.Encourage children to use the vocabulary when stating who is collecting them. Repeat in English to ensure accuracy. |

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|  |  | **National Curriculum Outcomes***(Endpoints children will achieve)**Listening Speaking Reading Writing Grammar* | **Substantive Knowledge** | **Disciplinary Knowledge***Phonics, Grammar* | **Vocabulary** | **Culture***(How is a love of French fostered school wide? How are children exposed to French at all ages?)* |
|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Summer Term** | **Boucle D’Or et Les Trois Ours (Goldilocks and the Three Bears)** | * 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.
* 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.
* Understand basic grammar appropriate to the language being studied: nouns and articles/determiners and high frequency verbs in the first person.
 | * Accurately pronounce key vocabulary from the story.
* Listen and understand vocabulary from the story.
* Retell a familiar story in French.
* Demonstrate their knowledge through the completion of a speaking, listening, reading and writing exercise.
 | * How to pronounce words containing /i/, /ille/.

i: l**i**tille: f**ille**silent letters: boucle**s**/e**t**/ avai**t**guttural ‘r’: t**r**ois/ou**r**s* The determiner ‘the’ in English has four versions in French.

le, la, l’ (singular)les (plural)* Apply the vocabulary learnt to create their own version of Goldilocks and the Three Bears.
* Apply accurate pronunciation when presenting their own version of Goldilocks and the Three Bears.
 | Boucle D'Or et les trois ours: Goldilocks and the three bears Boucle D'Or: Goldilocks papa ours: Father bear maman ours: Mother bear bébé ours: Baby bear une maison: A house une forêt: A forest le grand bol: The big bowl le moyen bol: The medium bowl le petit bol: The small bowl la grande chaise: The big chairla moyenne chaise: The medium chair la petite chaise: The small chair le grand lit: The big bed le moyen lit: The medium bed le petit lit: The small bed  | Key vocabulary should be displayed within the classroom to facilitate regular exposure. |

**Knowledge Statements**

Phonics

Lesson 2: Know how to pronounce the second set of sounds/phonemes – i, in, ique, ille.

Lesson 2: Know the names of different accents.

Lesson 2: Know how the different accents change the pronunciation of a letter.

Autumn

Accurately pronounce family members.

Describe out family (including name, age and relationship).

Count to 100 in French.

Possessive nouns depend on the gender and quantity of the noun.

Understand how to conjugate ‘s’appeler’ (to be called) and ‘avoir’ (to have) in the third person singular.

Apply the vocabulary learnt when discussing their family.

Spring

Recognise eight pets and their determiners.

Ask someone if they do or don’t have a particular pet.

Understand how to form and use the negative form.

Name their pet using a full sentence.

Use connectives (et/mais) when speaking and writing.

Summer

Accurately identify the English translation for key vocabulary.

Understand the determiner ‘the’ has four versions in French.

Apply the vocabulary learnt to create their own version of Goldilocks and the Three Bears.

Apply accurate pronunciation when presenting their own version of Goldilocks and the Three Bears.