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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 3** |  | * Improve their French pronunciation.
* Read with improved accuracy.
 | * How to pronounce the third set of sounds/phonemes.

/é/ /è/ /e/ /eux/ /eau/* How to pronounce extra letter strings

/qu/ /ou/ /eu/ /eau/ /œu/ |  | Phonics should be continually revisited throughout the year as the children encounter new vocabulary and learn to accurately pronounce it. |

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|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Autumn Term** | **Quel temps fait-il? (What is the weather?)** | * 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 first person.
 | Accurately pronounce key weather conditions. Ask someone what the weather it like today and offer a reply. | * How to pronounce words containing /e/ /eau/ and silent letters.

e: l**e**/d**e**eau: b**eau**silent letters: temp**s**/ dan**s**/mauvai**s**/fai**t**/ven**t**/ chau**d*** Understand the use of the verb ‘faire’ (to do) and ‘il y a’ in weather phrases.

Apply the vocabulary learnt when writing about the weather in the cities of France.Apply the vocabulary learnt when presenting a weather forecast for the cities of France.Apply the vocabulary learnt to understand weather forecasts presented by others (listening). | il y a du vent – it is windyil neige – it is snowingil y a du soleil – it is sunnyil pleut – it is rainingil y a un orage – there is a stormil fait chaud – it is hotil fait froid – it is coldil fait beau – the weather is fineil fait mauvais – the weather is not good dans le nord de la France – in the north of Francedans l’est de la France – in the east of Francedans le sud de la France – in the south of Francedans l’ouest de la France – in the west of Francedans le centre de la France – in the centre of France | Key vocabulary should be displayed within the classroom to facilitate regular exposure.Use of French to describe the weather on a daily basis throughout the year. |

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|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Spring Term** | **Au salon de thé (At the tea room)** | * 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, including (where relevant): high frequency verbs in the first person and conjunctions and connectives.
 | * Recall the vocabulary for a variety of food and drink, including the determiner/article.
* Listen to and understand what is being ordered.
 | * How to pronounce words containing: in and i.

**in:** c**in**quante**i:** un sandw**i**ch/ une l**i**monade/une grenad**i**ne/une br**i**oche.**Silent letters:** croissan**t**/chocola**t**/lai**t**/ voudrai**s*** Understand when to use ‘un’ and ‘une’.
* Understand how to move a singular noun to a plural form.
* Apply the language learnt to order a selection of food, drink and snacks.
* Apply the language learnt to ask for and pay for the bill.
 | * un croissant: a croissant
* un pain au chocolat: a pain au chocolat
* un sandwich au jambon: a ham sandwich
* un sandwich au fromage: a cheese sandwich
* un croque-monsieur: a ham and cheese toastie
* un café: a coffee
* un café au lait: a coffee with milk
* un thé: a tea
* un jus d’orange: an orange juice
* un coca-cola: a coca-cola
* un chocolat chaud: a hot chocolate
* une part de gâteau au chocolat: a slice of chocolate cake
* une part de quiche: a slice of quiche
* un brioche: a brioche
* une crêpe: a crepe
* une salade: a salad
* une omelette: an omelette
* une tartelette: a small tart
* une lemonade: a lemonade
* une grenadine: a grenadine
 | Key vocabulary should be displayed within the classroom to facilitate regular exposure. |

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|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Summer Term** | **Chez Moi (My Home)** | * 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, including: nouns and articles/ determiners, high frequency verbs in the first person, use of the negative form, conjunctions and connectives.
 | * Say whether they live in a house or an apartment and where is it.
* Write whether they live in a house or an apartment and where is it.
* Repeat and recognise the ten rooms with the correct article/ determiner.
* Accurately spell at least five of the rooms with the correct article/ determiner.
 | How to pronounce words containing: e, eau, silent letters and elision* e: appart**e**ment
* eau: bur**eau**
* silent letters: dan**s**/ mai**s**/e**t**
* elision: j’habite
* How to form and use negative phrases.
* The verb habiter (to live) conjugates to j’habite in the first person present tense.

Apply the vocabulary and grammar learnt, throughout the unit, when discussing their home (including which rooms they do **and** do not have). | * une maison: a house
* un appartement: an apartment/a flat
* en ville: in the city
* à la montagne: in the mountains
* au bord de la mer: at the seaside
* à la campagne: in the countryside
* dans un village: in a village
* un salon: a lounge
* un bureau: an office
* un sous-sol: a basement
* une buanderie: a laundry room
* un garage: a garage
* un jardin: a garden
* une chamber: a bedroom
* une salle à manger: a dining room
* une cuisine: a kitchen
* une salle de bains: a bathroom
 | Key vocabulary should be displayed within the classroom to facilitate regular exposure. |

**Knowledge Statements**

Phonics

Lesson 3: Know how to pronounce the third set of sounds/phonemes – é, è, e, eux, eau.

Lesson 3: Know how to pronounce extra letter strings – qu, ou, eu, eau, œu.

Autumn

Accurately pronounce key weather conditions.

Ask someone what the weather is like today and offer a reply.

Understand the use of the verb ‘faire’ (to do) and ‘il y a’ in weather phrases.

Apply the vocabulary learnt when writing about the weather in the cities of France.

Apply the vocabulary learnt when presenting a weather forecast for the cities of France.

Apply the vocabulary learnt to understand weather forecasts presented by others (listening).

Spring

Recall the vocabulary for a variety of food and drink, including the determiner/article.

Understand that the use of ‘un’ and ‘une’ depends on the gender of the noun.

Apply the language learnt to order a selection of food, drink and snacks.

Understand how to move a singular noun to a plural form.

Understand what others are ordering.

Summer

Repeat and recognise the ten rooms with the correct article/determiner.

Accurately spell at least five of the rooms with the correct article/determiner.

Understand how to form and use negative phrases.

Apply the vocabulary learnt when speaking about their home.

Apply the vocabulary learnt when writing about their home.