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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 4** |  | * Improve their French pronunciation. * Read with improved accuracy. | * How to pronounce the fourth set of sounds/phonemes.   /qu/ /gne/ /ç/ /en/ /an/ |  | Phonics should be continually revisited throughout the year as the children encounter new vocabulary and learn to accurately pronounce it. |

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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** | **Les Vêtements (Clothes)** | * 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, possessive adjectives, adjectives and adjectival agreement, conjunctions and connectives, regular whole verb conjugation. | * Accurately pronounce the items of clothing vocabulary. * Accurately spell most of the items of clothing. * Identify what I wear in different situations. * Describe my clothes. * Demonstrate their knowledge through the completion of a speaking, listening, reading and writing exercise.   **Do not complete Lesson 3 Part B – Porter VERB 3. This does not affect pupils’ overall success in unit.** | * How to pronounce words containing /é/ /e/ /eau/ and silent letters.   é: **é**charpe  e: ch**e**mise  eau: mant**eau**  silent letters: gan**ts**/porte**nt**   * The singular indefinite article of a noun tells us its gender (un/une). * Adjectives must agree with the gender of the noun (masculine, feminine, plural). * Possessive pronouns must agree with the gender and quantity of the noun (mon/ma/mes).   Accurately apply the indefinite article before nouns.  Accurately apply possessive pronouns before nouns.  Accurately apply adjectives to describe nouns. | Un maillot de bain Swim wear  Un short A pair of shorts  Une chemise A shirt  Des chaussures A pair of shoes  Un manteau A coat  Un pantalon A pair of trousers  Une cravate A tie  Des chaussettes A pair of socks  Un pull A jumper  Une écharpe A scarf  Une veste A jacket  Des collants Tights  Des bottes Boots  Un tee shirt A tee shirt  Une robe A dress  Une jupe A skirt  Des lunettes Sunglasses  Un chemisier A blouse  Une casquette A cap  Des gants A pair of gloves  Des sandales Sandals | Key vocabulary should be displayed within the classroom to facilitate regular exposure. |

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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** | **À l’école (At School)** | * 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. * 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, adjectives and adjectival agreement, use of the negative form, conjunctions and connectives, regular whole verb conjugation, opinions and justifications. | * Accurately pronounce the vocabulary for school subjects. * Identify the subjects they like/dislike and share with others. * Explain why they like/dislike certain subjects. * Tell the time (on the hour) in French. | * How to pronounce words containing: qu, ç, gne, en, an.   **qu:** informati**qu**e/musi**qu**e  **ç:** fran**ç**ais  **an:** **an**glais, fr**an**çais, amus**an**t, intéress**an**t  **en:** sci**e**nces  **silent letters:** aime**s**/ ennuyeu**x**   * Revise the use of le, la, l’ and les. * Understand how to conjugate the high-frequency, irregular verb aller (to go) * Apply the vocabulary learnt when listening to others discuss school. * Apply the vocabulary learnt when writing about school. | les maths: maths  l’anglais: English  le dessin: art  le français: French  la musique: music  les sciences: science  l’histoire: history  le sport: PE  la géographie: geography  l’informatique: ICT  amusant: fun  utile: useful  intéressant: interesting  facile: easy  ennuyeux: boring  difficile: difficult  inutile: pointless | Key vocabulary should be displayed within the classroom to facilitate regular exposure.  Regular rehearsal of the key vocabulary in relation to the daily timetable. This can continue once the unit of work is complete. |

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|  |  |  | Children will know/be able to: | Children will understand: | Children will recall and verbalise: |  |
| **Summer Term** | **Moi dans le Monde (Me in the World)** | * 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. * 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: nouns and articles/determiners, high frequency verbs in the first person, conjunctions and connectives. | * Name at least four countries (excluding France) that have French as their official language. * Locate some French speaking countries on a map. * Name and provide facts about two celebrations in French speaking countries. * Identify at least two things they will do to help protect the planet. | How to pronounce words containing: qu, ç, an, en and silent letters.   * qu: plasti**qu**e * ç: fran**ç**ais * an: fr**an**c * en: **en**vironnem**en**t * silent letters: Pari**s**/ trouve**nt**   First person conjugation of high frequency verbs:   * je m’appelle (from s’appeler – to be called) * j’ai (from avoir – to have) * j’habite (from habiter – to live) * je parle (from parler – to speak) * je vais (from aller – to go) | * ma fête préférée: my favourite festival * Mardi Gras: Shrove Tuesday * Noël: Christmas * Pâques: Easter * le jour de l’an: New Year’s day * le 14 juillet: 14th of July (Bastille Day) * la Fête du Canada: Canada Day * l’Aïd: Eid * des défilés de chars: parades of floats * des feux d’artifice: fireworks * des plats spéciaux: special dishes * des défilés militaires: military parades * utiliser moins de papier: to use less paper * utiliser moins de carton: to use less cardboard * utiliser moins de plastique: to use less plastic * utiliser moin d’eau: to use less water. | Key vocabulary should be displayed within the classroom to facilitate regular exposure. |

**Knowledge Statements**

Phonics

Lesson 4: Know how to pronounce the fourth set of sounds/phonemes – qu, gne, ç, en, an.

Autumn

Accurately pronounce the items of clothing.

Accurately spell most items of clothing.

Identify and describe the clothes they wear in different situations.

The singular indefinite article of a noun tells us its gender (un/une).

Adjectives must agree with the gender of the noun.

Possessive pronouns must agree with the gender and quantity of the noun.

Spring

Accurately pronounce the vocabulary for school subjects.

Identify the subject they like/dislike and share with others.

Explain why they like/dislike certain subjects.

Tell the time (on the hour) in French.

Apply the vocabulary learnt when listening to others discuss school.

Apply the vocabulary learnt when writing about school.

Summer

Name at least four countries (excluding France) than have French as their official language.

Locate some French speaking countries on a map.

Name and provide facts about two celebrations in French speaking countries.

Identify at least two things they will do to protect the planet.

Know the first person conjugation of 5 high frequency verbs - s’appeler, avoir, habiter, parler, aller.