

	Autumn Term	Spring Term	Summer Term
<p>Year Three</p> <p>Lessons in this stage build carefully throughout a unit and must be taught sequentially. Learning through action songs. Develop oral and auditory skills first and develops reading and writing later in the unit. Constant repetition encourages the shaping of vowels</p>	<p><i>J'apprends le français</i></p> <p>No knowledge of French is necessary before teaching this unit.</p> <ul style="list-style-type: none"> • Pinpoint France and other French speaking countries on a map of the world • Ask and answer the question 'How are you?' in French • Say 'Hello' and 'Goodbye' in French • Ask and answer the question 'What is your name?' in French • Count to ten in French • Say ten colours in French 	<p><i>Les Fruits</i></p> <p>Builds on focus in previous unit of replicating authentic accurate French pronunciation</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. 	<p><i>Je peux</i></p> <p>One of their first sentence building units. Introduces negative form- je ne peux pas... Introduces children to specific sounds in spoken French- builds their phonemic awareness</p> <ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux...
<p>Year Four</p> <p>Intermediate units: Expand vocabulary and deepen knowledge of grammar. Develop and improve comprehension skills through more complicated listening and</p>	<p><i>Je me presente</i></p> <p>Builds on vocabulary and sentence structures from 'J'apprends le français' by adding the intensifier 'tres'. Introduced to simple adjectival agreement by adding an e to the adjective when a girl is talking and understand that this affects the pronunciation. They also learn that languages cannot be translated word for</p>	<p><i>En classe</i></p> <p>Builds on previous learning and develops the knowledge of vocabulary, particularly common nouns. Also develops sentence structure through development of sentences starting with 'J'ai...' and also exploring 'je n'ai pas...'</p>	<p><i>Au salon du the</i></p> <p>Builds on language taught in Je me presente. Builds on simple sentences from other units and recaps/introduces plural agreements (noting that often there is no change in pronunciation) Revisits the use of masculine and feminine articles from En classe.</p>

<p>reading tasks. In turn children gradually develop more complex, accurate and detailed responses both orally and in written form.</p>	<p>word as, for example, age in French is something you have rather than you are.</p> <ul style="list-style-type: none"> • Use I am (je suis) and I have (J'ai) • Revise what a verb is (in English) • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Say where they live. • Say their nationality and understand basic gender agreement rules 	<ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article/determiner. (un, une) • Replace an indefinite article/determiner with a possessive adjective (mon, ma, mes) • Say and write what they have and do not have in their pencil case. 	<ul style="list-style-type: none"> • Order from a selection of foods from a French menu. • Order from a selection of drinks from a French menu. • Order a French breakfast/typical snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you.
<p>Year Five</p>	<p>Ma Famille</p> <p>This builds on the Year 4 unit 'Je me presente' and introduces 'Il s'appelle' and 'elle s'appelle'. Extends the 1st person conjugation of avoir into third person and applies knowledge of numbers in to ages. It also incorporates plural agreements introduced in Year 4.</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. 	<p>As-tu un animal?</p> <p>Builds on Je me presente, Ma Famille and En classe. Expands on previously taught vocabulary and grammar as well as the negative structures taught. Revises use of j'ai and il s'appelle.</p> <ul style="list-style-type: none"> • Repeat, recognise and spell the eight nouns, including the correct article for each, for pets • Tell somebody if they have or do not have a pet. • Ask somebody else if they have a pet. • Tell somebody the name of their pet. • Create a longer phrase using the connectives et ("and") or mais ("but") 	<p>Chez moi</p> <p>Revisits work from En Classe, Ma Famille and Jeme presente. Revisits negative sentence structures and highlights differences between French and English in these structures. Introduces Il-y-a and il n'y-a-pas de.</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home.

	<ul style="list-style-type: none"> • Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have) 		<ul style="list-style-type: none"> • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).
<p>Year Six</p> <p>Progressive units- move quickly and much more content. Revising and retrieving prior knowledge- remembering is expected.</p>	<p><i>Chez moi</i></p> <p>Revisits work from En Classe, Ma Famille and Jeme presente. Revisits negative sentence structures and highlights differences between French and English in these structures. Introduces Il-y-a and il n'y- a-pas de.</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<p><i>A l'école</i></p> <p>Builds on Je me presente, En classe, Chez moi and Ma famille.</p> <p>Develops children's understanding of the use of masculine and feminine objects. Further conjugation of regular -er verbs (etudier). Develop knowledge of how to build sentences.</p> <ul style="list-style-type: none"> • Uses <p>Repeat and recognise the vocabulary for school subjects.</p> <ul style="list-style-type: none"> • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school. 	<p><i>Le weekend</i></p> <p>Reviews agreement</p> <p>Builds on Je me presente, En classe, Ma famille, Chez moi, As-tu un animal and Les vêtements.</p> <p>Revisits and further develops ability to tell the time in French and positive/negative forms of opinion based sentences</p> <p>Develops use of connectives covered in Les Planetes.</p> <ul style="list-style-type: none"> • This builds on work in Yxxx Unitxxxx by introducing further verbs. <ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.

			<p><i>The planets (easy)</i></p> <p>Reviews agreement Builds on Je me presente, En classe, Ma famille, Chez moi, As-tu un animal and Les vetements.</p> <p>Builds on adjectival agreement from year 4. Understand this affects spellings and pronunciation. Develops sentences using intensifiers and conjunctions.</p> <ul style="list-style-type: none"> • Name and label a map of the Solar System in French. • Apply the rules of adjectival agreement to describe the Solar System in French. • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in French in order to conduct an interview with an astronaut. • Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.
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