

MfL Curriculum Intent:

At Woodham Burn Primary School, we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages' curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond Key Stage 2.

The four key language learning skills: **listening, speaking, reading and writing** will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, and develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading and writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing in their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey.

Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons. Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use.



Long-Term Provision Map for French in KS2: Language Angels

Long-Term Plan	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 3	Phonics 1 I am learning (E)	Animals (E)	Instruments (E)	Fruits (E)	Ice-creams (E)
Year 4	Phonics 1-2 Re-cap key learning from Year 3.	Presenting Myself (I)	My Family (I)	In the classroom (I)	At the tearoom (I)
Year 5	Phonics 1-3 Re-cap key learning from Year 4.	Do you have a pet? (I)	What is the weather? (I)	My Home (I)	Habitats (I)
Year 6	Phonics 1-3 Re-cap key learning from previous year groups		Clothes (I)	Traditions and Celebrations (I)	

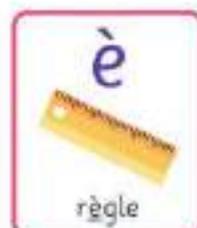
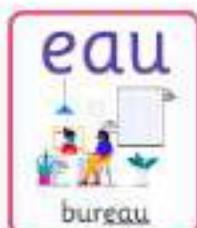
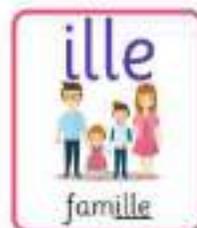
Phonics Overview



Language Angels – French Phonics Mat



Can you find other French words with the same sounds?
If you can, write them on the dotted lines.





Year 3 Progression Map for French

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Oracy Skill	<ul style="list-style-type: none"> Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Exploratory talk. 	<ul style="list-style-type: none"> Recognise and respond to sound patterns and words. Listen attentively. Exploratory talk. 	<ul style="list-style-type: none"> Listen and respond to simple stories, rhymes and songs. Recognise and respond to sound patterns and words. Listen attentively. Exploratory talk. Presentational talk. Perform simple communicative tasks using single words, phrases and short sentences. 	<ul style="list-style-type: none"> Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Listen attentively. Exploratory talk. 	<ul style="list-style-type: none"> Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Listen attentively. Presentational talk.
Key Knowledge	<ul style="list-style-type: none"> Know where France is. Recall at least 1 Francophone country. Ask and answer 'How are you?' and 'What is your name?' Count to 10 Know 10 colours. 	<ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Know the correct indefinite article for some. Use the first-person singular of the verb Je suis-I am. 	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in French. Attempt to spell some of these nouns with their definite article/determiner in French. Know how to say I play-Je joue. 	<ul style="list-style-type: none"> Name, recognise and number up to 10 fruits in French. Ask somebody in French if they like a particular fruit. Say what fruits they like or dislike in French. 	<ul style="list-style-type: none"> Recognise, recall and spell up to 10 ice-cream flavours. Use the structure 'Je voudrais' to order an ice-cream.
Prior Knowledge		<ul style="list-style-type: none"> Letter sounds from phonics and pronunciation lesson 1. Vocabulary from Unit 1. 	<ul style="list-style-type: none"> Letter sounds from phonics and pronunciation lesson 1. Vocabulary from Unit 1 	<ul style="list-style-type: none"> Language of how to ask and answer a question from Unit 1. Vocabulary from Unit 1 	<ul style="list-style-type: none"> Letter sounds from phonics and pronunciation lesson 1. Vocabulary from Unit 1.
Vocabulary	<ul style="list-style-type: none"> Key greetings, ask and answer questions as well as numbers 1-10 and 10 key colours in French. 	<ul style="list-style-type: none"> 10 common animals plus their appropriate indefinite article. Verb to be- Je suis. 	<ul style="list-style-type: none"> 10 common instruments with definite article/determiner. Verb to play- Je joue 	<ul style="list-style-type: none"> Nouns + determiners/articles for 10 common fruits. Using the positive and negative form. Language of asking and answering questions. 	<ul style="list-style-type: none"> 10 different ice-cream flavours. A range of transactional phrases: I would like, please and thank you.

Year 3 Unit Overview Autumn 1: *J'apprends le français*



Language
French



Teaching Type:
Early Language

Unit:
J'apprends le français

Unit Objective:

To find France on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours in French.

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

- find France on a map and be able to recall at least 1 Francophone country.
- use key greetings.
- ask and answer the question 'How are you?' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- read, write, say and recognise 10 colours in French.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.



Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first (such as 'bleu' for 'blue') and associating words and phrases to images.

Activities we will complete:

A number of different activities to improve cultural awareness of France and Francophone countries. Pupils will be expected to locate France on a map, as well as familiarise themselves with Francophone countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.

Grammar we will learn & revisit:

None in this unit as it is introductory.

Phonics & pronunciation we will see:

- **oi** sound in 'trois' and 'noir'
- **on** sound in 'marron'
- **ou** sound in 'rouge'
- **Silent letters.** The 's' in 'Paris', 'gris' and 'trois' or the 't' in 'violet' and 'vert'. There are many silent letters at the end of French words.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front.
- **Elision.** As seen in 'Comment t'appelles-tu ?' and '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.

Vocabulary we will learn & revisit:

Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in French. All listed on the Pupil Unit Glossary.

Year 3 Unit Overview Autumn 2: *Les animaux*



Language
French 

Teaching Type:
Early Language

Unit:
Les animaux



Unit Objective:

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 (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the '1 Am Learning French' unit.
- 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.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...** plus an animal from memory.

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.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- **ON** sound 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**.



Vocabulary we will learn & revisit:

10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.

Year 3 Unit Overview Spring: *Les instruments*



Language
French



Teaching Type:
Early Language

Unit:
Les instruments



Unit Objective:

To say what instrument you play in French.

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

- Name and recognise up to 10 instruments in French.
- Attempt to spell some of these nouns with their definite article/determiner in French.
- Learn how to say 'I play' + an instrument in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the '**J'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

Working on improving memory skills and learning to recognise cognates such as '**guitare**', '**piano**', '**clarinette**'. Starting to build a short phrase in French using a conjugated verb in the 1st person: 'to play' (**jouer**), with the personal pronoun 'I' (**je**) and the correct partitive article/determiner (**du**, **de la** or **des**).

We will learn how to choose and order these words accurately.

Activities we will complete:

A number of activities across all 4 skills (speaking, reading, listening and writing) to help pupils learn and retain the new vocabulary as well as to aid the final task of recalling from memory in oral and written form '**je joue**' plus the correct article/determiner and an instrument.

Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb '**jouer**' in 1st person singular only. Using a noun (instrument) with the correct definite article/determiner and 1st person singular of the verb to play (**jouer**): '**je joue**'.

We will learn that nouns in French can have different articles/determiners based on their gender (masculine/feminine nouns) and plurality. Introduction to 3 definite articles (**la**, **le** and **les**). Learning how to categorise nouns in French by their article/determiner, gender and plurality.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **OU** sound in **joue**
- **ON** sound in **violon**
- Contractions & Silent letters. When the preposition '**de**' is followed by the definite article/determiner '**les**' it becomes '**des**', but the 's' is silent.
- Nasal sounds. Starting to explore French nasal sounds. These sounds do not exist in English and are made through the nose not the mouth! Words like '**violon**' and '**instruments**'.

Vocabulary we will learn & revisit:

10 common instruments with their appropriate definite article/determiner first and then in a short phrase using the 1st person conjugation of the verb '**jouer**' (je joue). All listed on the Pupil Unit Glossary.



Year 3 Unit Overview Summer 1: *Les fruits*



Language
French

Teaching Type:
Early Language

Unit:
Les fruits

Unit Objective:

To say what fruit we like and do not like in French.

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

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like/I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning French' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- **OI** sound in **poire**
- **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.
- **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.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **fraise, orange, poire, prune, cerise & abricot**. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form). This is all listed on the Vocabulary Sheet.

Year 3 Unit Overview Summer 2: *Les glaces*



Language:  French

Teaching Type:
Early Language

Unit:
Les glaces



Unit Objective:

To order an ice-cream in French, in a role-play.

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

- Recognise, recall and spell up to 10 ice-cream flavours in French.
- Use the structure 'je voudrais' to order an ice-cream in French.
- Say whether we would like a cone or a cup with the number of scoops in French.
- Use all the language from the unit to perform a short role-play with key transactional language in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'J'apprends le français' unit.



Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as 'chocolat' for 'chocolate', 'banane' for 'banana', and 'caramel' for 'caramel') and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like,' 'please' and 'thank you.'

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the 10 ice-cream flavours working towards ordering an ice-cream by the end of the unit. Opportunity to improve written skills with an ample choice of desk-based activities in each lesson.

Grammar we will learn & revisit:

Nouns, gender & a high frequency verb. Starting to understand better that nouns in French are either masculine or feminine ('une glace', 'un cornet', 'un petit pot') and that there are different words for 'a' or 'an' in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation 'Je voudrais' which is the verb conjugation for 'I would like/want', deriving from the verb 'vouloir' meaning 'to want'.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **ON** sound in **citron**
- **CH** sound in **pistache**
- Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in 'fraise' and 'citron'. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

10 different flavours of ice-creams and a range of key transactional language and phrases associated to ordering an ice-cream. All listed on the Pupil Unit Glossary.





Year 4 Progression Map for French

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Oracy Skill	<ul style="list-style-type: none"> Listen for key words and phrases. Read words aloud with increasingly accurate pronunciation. Recite poetry from memory. Role play. Listen for sounds. Speaking with increasingly. Conduct a short interview in French, asking and listening to questions. 	<ul style="list-style-type: none"> Read words aloud with increasingly accurate pronunciation. Singing a French song. Participate in a short drama. Playing a game communicating in French. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Role play. Speaking with increasingly accurate pronunciation. Asking and answering questions. Exploratory talk. Presentational talk. Listening for sounds. Speaking with increasingly accurate pronunciation. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Conduct a short interview in French, asking and listening to questions. Listen for specific sounds. Conduct a survey in French. Exploratory talk. Presentational talk. Respond to simple commands. 	<ul style="list-style-type: none"> Exploratory talk. Presentational talk .Speaking with increasingly accurate pronunciation. Role-play.
Key Knowledge	<ul style="list-style-type: none"> Revision of colours from Y3. Revision of fruit. Revision of instruments. Revision of how to ask and answer questions 	<ul style="list-style-type: none"> Say what name is. Say how old we are. Say where we live and our nationality. Ask someone their name, age, address. Recall numbers 1-20. Basic gender agreement rules. 	<ul style="list-style-type: none"> Members of the family & possessive pronouns. Ask and answer questions about family members. Learn numbers up to 70. Possessive adjectives. 	<ul style="list-style-type: none"> Learn how to use the negative. Nouns and indefinite articles for common classroom objects. Describe what they have and do not have in pencil case. 	<ul style="list-style-type: none"> Wider range of nouns and indefinite articles for common foods, snacks and drinks. Making noun plural-further their understanding. Order food and drink.
Prior Knowledge	<ul style="list-style-type: none"> Above 	<ul style="list-style-type: none"> High frequency first person verbs: Je suis, J'ai, J'habite. Phonics lesson 1 and 2. 	<ul style="list-style-type: none"> Phonics lesson 1 and 2. Where you live, nationality and numbers. High frequency verbs Numbers 1-20 	<ul style="list-style-type: none"> Phonics lessons 1 and 2. J'ai-I have comes from the verb avoir. 	<ul style="list-style-type: none"> Phonics lessons 1 and 2. How to say hello, goodbye, please and thank you.
Vocabulary	<ul style="list-style-type: none"> Nouns associated with above topics. Je joue Je voudrais Je suis J'aime 	<ul style="list-style-type: none"> Numbers 1-20. Verbs to have-to live-to be. Basic greetings-how are you feeling? 	<ul style="list-style-type: none"> Family members (papa, maman, la soueur). Verbs-to have-to live-to be, to be called. Numbers 1-70 	<ul style="list-style-type: none"> I have/I don't have 10 common classroom objects listed on the vocabulary sheet within scheme. 	<ul style="list-style-type: none"> Wide range of food and snack listed on the vocabulary sheet within the scheme. Transactional language of ordering and paying.

Year 4 Unit Overview Autumn 2: *Je me présente*



Language:  French

Teaching Text: Intermediate

Unit: Je me présente



Unit Objective:

To be able to present yourself in French, with your name, age and nationality.

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

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall numbers 1-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked.
- Express my nationality in French and understand basic gender agreement rules.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am Learning French'.
- 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).

Skills we will develop:

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

Activities we will complete:

A number of different activities to revise and consolidate language covered in Early Language units, working towards a simple role-play where we are learning to both ask and answer questions. An extra question will be added on each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level responses as well as the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

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 an adjective (e.g. the nationalities as seen in Lesson 5) to show that the person talking or being described is female.

Phonics & pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- IN sound in *cinéma*
- I sound in *huit, dix, Patrick, habite & Paris*
- 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.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in 'je suis anglais/anglaise' (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- 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.

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.

Year 4 Unit Overview Spring: *Ma famille*



Language
French

Teaching Type
Intermediate

Unit
Ma famille

Unit Objective:

To talk simply about your/a family in French.

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

- Remember the nouns for different family members in French from memory with their articles/determiners.
- Describe our own or a fictitious family in French by name, age and relationship.
- Learn numbers up to 70 and the multiples of ten (10-100) 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 & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'J'apprends le français' and 'Je me présente' units (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the French high frequency verbs in 1st person singular form 'je suis' (*I am*), 'j'ai' (*I have*), 'j'habite' (*I live*) and 'je m'appelle' (*my name is*).

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will recall that nouns have gender and that this impacts the choice of articles/determiners and possessive adjectives. We will improve our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Activities we will complete:

We will complete activities to help learn the nouns and definite articles /determiners for key members of the family. We will learn how to say what family members are called and how old they are. There will be many activities to help understand better how to use a possessive adjective (the word for 'my') accurately in French. The reading and listening tasks will be more challenging as the unit progresses.

Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives. We will explore possessive adjectives in French with a focus only on 'my.' We will learn that there are 3 words in French 'mon', 'ma', 'mes' for our one word 'my' in English.

Phonics & pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **IN** sound in cinq & cinquante
- **I** sound in petite
- **ILLE** sound in famille & file
- **IQUE** sound in unique
- Silent letters: the final consonant ('s') is not pronounced in appelés, ans, soeurs, mes grands-parents or parents. This often happens in French.
- Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in 'me' or 'se'), replacing it with an apostrophe and attaching it to the word that follows starting with a vowel or 'h muet'.



Vocabulary we will learn & revisit:

We will revisit basic personal details (name/age/where you live) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100, plus how to say our own/somebody else's age. All vocabulary is listed on the Pupil Unit Glossary.

Year 4 Unit Overview Summer 1: En classe



Language
French

Teaching Type:
Intermediate Language

Unit:
En classe



Unit Objective

To say what you have and do not have in your pencil case in French

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

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early learning' units.
- That **j'ai** means I have and comes from the verb to have **avoir** in French.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

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. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.

Activities we will complete:

Learning 11 classroom objects (noun and article) with a variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Using a fun class 'follow on game' with this new vocabulary. There will be extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case. We will also learn to follow some simple classroom commands.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the negative.

Revisiting that nouns in French have gender 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/d'**... ('I do not have') in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **I** sound in **lisez, silence, calculatrice, livre & ciseaux**
- **Ille** sound in **taille**
- **Silent letters.** Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in **ciseaux, écoutez, écrivez** etc.
- **Elision. J'ai.** 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.



Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **J'ai**... ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**... ('I don't have'). This is all listed on the Vocabulary Sheet.

Year 4 Unit Overview Summer 2: Au salon de thé



Language
French

Teaching Type:
Intermediate Language

Unit:
Au salon de thé

Unit Descriptive

To be able to order what you would like to eat and drink in a French tea room.

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

- Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé', improving our cultural knowledge of France.
- Understand better how to make nouns plural in French.
- Improve our knowledge of French currency.
- Order in French what we would like to eat and drink in a role-play.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units and the Intermediate unit **Je me présente**
- What a noun and article/determiner is in English.
- What making a noun 'plural' means.
- How to say 'hello', 'goodbye', 'please' and 'thank you' in French.



Skills we will develop:

To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.

Activities we will complete:

Learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a French 'salon de thé'. Understanding how to make singular nouns plural (so we can order more than one of something). Lots of speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a French 'salon de thé'. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand French currency better so we can also ask and pay for the bill in French.

Grammar we will learn & revisit:

Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.

Phonics & pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- **IN** sound in **cinquante**.
- **I** sound in **sandwich**, **limonade**, **grenadine** & **brioche**.
- **Silent letters.** Hearing and seeing the silent consonants on the end of French words: **voudrais**, **croissant**, **chocolat** & **lait** but noting that **cent** is an exception!



Vocabulary we will learn & revisit:

A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food. All listed on the vocabulary sheet.



Year 5 Progression Map for French

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Oracy Skill	<ul style="list-style-type: none"> Listen for key words and phrases. Read words aloud with increasingly accurate pronunciation. Role play. Listen for sounds. Speaking with increasingly. Conduct a short interview in French, asking and listening to questions. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Read words aloud with increasingly accurate pronunciation. Singing a French song. Participate in a short drama. Playing a game communicating in French. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Role play. Speaking with increasingly accurate pronunciation. Asking and answering questions. Exploratory talk. Presentational talk- present a weather forecast. 	<ul style="list-style-type: none"> Conduct a short interview in French, asking and listening to questions. Listen for specific sounds. Conduct a survey in French. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Exploratory talk. Presentational talk. Speaking with increasingly accurate pronunciation. Exploratory talk Presentational talk Listen for specific sounds.
Key Knowledge	<ul style="list-style-type: none"> Revision of high frequency verbs. Revision of name, age, address and nationality. Revision of classroom objects. Revision of family members. Revision of food and drink 	<ul style="list-style-type: none"> Nouns and indefinite articles for 8 common pets. Ask if have a pet and give an answer back. Say what pets have/don't have and their name. Use of simple conjunctions et and mais. 	<ul style="list-style-type: none"> Ask what the weather is like and respond. Conjunctions et and mais. 4 core compass points. Number 1-31 to express temperature. Days of the week and the time of day. 	<ul style="list-style-type: none"> Say and write whether we live in a house or an apartment. Say which rooms have/ do not have using the structure chez il ya and n'ya pas de/d. Conjunction et. 	<ul style="list-style-type: none"> Say and write the 5 key elements that animals and plants need to survive. Name 5 common habitats. Name a plant and animal that lives in each habitat.
Prior Knowledge	<ul style="list-style-type: none"> All above. 	<ul style="list-style-type: none"> Phonics lesson 1 and 2. Presenting myself and My family units. Gender agreement. 	<ul style="list-style-type: none"> Phonics lessons 1-3. Numbers 1-31. How to say name and age in French-Je me presente unit. 	<ul style="list-style-type: none"> Phonics lesson 1 and 2. Units based on presenting ourselves and talking about family and pets. 	<ul style="list-style-type: none"> Phonics lessons 1 and 2. Animals units (Y3).
Vocabulary	<ul style="list-style-type: none"> Numbers 1-100. Nouns from vocabulary lists in Y3 scheme. High frequency verbs to have, to be etc. Basic greetings. 	<ul style="list-style-type: none"> 8 common pets. J'ai-I have and Je n'ai pas de/d'. 	<ul style="list-style-type: none"> 10 weather types. Conjunctions but and 4 compass points. Days of the week 2 times of day. Temperature in French. 	<ul style="list-style-type: none"> 10 nouns and indefinite articles linked to rooms in the home. High frequency verbs. See Vocab sheet in scheme. 	<ul style="list-style-type: none"> 5 common habitats and common plants and animals that live in them. See Vocab sheet from scheme.

Year 5 Unit Overview Autumn 2: *As-tu un animal?*



Language
French



Teaching Type:
Intermediate Language

Unit:
As-tu un animal ?



Unit Objective

To say what pet you have and do not have in French

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

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions **et** (and) and **mais** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Skills we will develop:

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

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai**... (I have) learning how to say **je n'ai pas de/d'**... (I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & 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'**...

Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **Cécile**
- **E** sound in **je & de**
- **EAU** sound in **oiseau**
- **Silent letters**. 'S' is not pronounced in **mais** or **souris** and the **t** is not pronounced in **et & chat**. 's' & 't' are often silent at the end of French words.
- **'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**'.
- **Elision 'Je n'ai pas d'oiseau'**. Dropping of the last letter of a word (in this case the 'e' in **ne** and **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.

Vocabulary we will learn & revisit:

8 common pets. **J'ai**... ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**... (I don't have). This is all listed on the Vocabulary Sheet.

Year 5 Unit Overview Spring: *Quel temps fait-il?*



Language:
French



Teaching Type:
Intermediate

Unit:
Quel temps fait-il ?



Unit Overview:

To be able to say what the weather is like in French.

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

- Ask what the weather is like and respond in French.
- Recognise and recall the conjunctions 'et' (*and*) & 'mais' (*but*).
- Recognise and recall the 4 core compass points in French.
- Recognise and recall numbers 1-31 in French to express the temperature.
- Recognise and recall the 7 days of the week and the time of day in French.
- Present a weather forecast in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Language units & numbers 1-31.
- Vocabulary from the Intermediate unit 'Je me présente', including how to say your name and age in French.

Skills we will develop:

To learn how to formulate the weather in French and to express what the weather is like using compass points, days of the week, times of day and temperature.

Activities we will complete:

A number of different activities to learn how to describe the weather in French. Starting by learning the 10 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a French weather forecast and read a French weather map more easily. Using all this new knowledge to present a weather forecast in pairs or groups by the end of the unit.

Grammar we will learn & revisit:

Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Il fait beau' and 'Il y a du soleil'. Also, the days of the week do not have a capital letter in French unless they are found at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in chaud
- **OU** sound in fouest, aujourd'hui, brouillouard
- **OI** sound in frooid
- Silent letters. These letters often come at the end of words and are seen throughout the unit in the following words: 'vent', 'chaud', 'froid', 'pleut', and 'nord'.



Vocabulary we will learn & revisit:

The 10 weather types, the conjunctions 'and' & 'but', the 4 compass points, the numbers 1-31, the 7 days of the week, 2 times of day, and how to say the temperature in French. This is all listed on the Pupil Unit Glossary.

Year 5 Unit Overview Summer 1: *Chez moi*



Language
French



Teaching Type:
Intermediate Language

Unit:
Chez moi

Unit Objective

To describe what rooms there are and are not in your home in French

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

- Say and write in French whether we live in a house or an apartment.
- 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'**...
- Use the conjunction **'et' (and)** to link two sentences together.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Vocabulary from the '**Je me présente**', '**Ma famille**' and '**As-tu un animal ?**' Intermediate units to be able to present ourselves, talk about our/a family and pets.



Skills we will develop:

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.

Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

Grammar we will learn & revisit:

Indefinite articles, negative & 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.

Phonics & pronunciation we will see:

Recommended phonics focus: **É E Ê EAU EUX**

- **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.



Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1st person singular verbs **je suis**, **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **j'habite dans** and **chez moi il y a...** and **chez moi il n'y a pas de...** All on the Vocabulary Sheet.

Year 5 Unit Overview Summer 1: *Les habitats*



Language
French



Teaching Type:
Intermediate Language

Unit:
Les habitats

Unit Objective

To speak and write about different habitats, plants and animals in French

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

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units.
- Different strategies on how to decode unknown text from units such as 'Petit Chaperon rouge', 'La maison Tudor' and/or 'Boucle d'or'.



Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Grammar we will learn & revisit:

Verbs. Exploring the 3rd person conjugation of the verb **pousser** and **habiter**, two regular ER verbs.

Phonics & pronunciation we will see:

Recommended phonics focus: É Ê Ë EAU EUX

- **É** sound in **désert** & **océan**
- **E** sound in **le**
- **EAU** sound in **chameau** & **eau**
- **Silent letters.** The children will hear and see that the 's' is not pronounced in **les**, **habitats** and **arbres** the 't' is not pronounced in **désert**. Both these consonants are often silent when at the end of French words.
- **Nasal sounds.** Exploring the four French nasal sounds (**on**, **un**, **in** and **an**). These sound do not exist in English and are made through the nose not the mouth! Words like **grands**, **dans**, **buissons**, **requin**, and **singe**.



Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.



Year 6 Progression Map for French

	Autumn	Spring	Summer
Oracy Skill	<ul style="list-style-type: none"> Listen for key words and phrases. Read words aloud with increasingly accurate pronunciation. Recite poetry from memory. Role play. Listen for sounds. Speaking with increasingly. Conduct a short interview in French, asking and listening to questions. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Recite poetry from memory. Role play. Speaking with increasingly accurate pronunciation. Asking and answering questions. Exploratory talk. Presentational talk. 	<ul style="list-style-type: none"> Conduct a short interview in French, asking and listening to questions. Listen for specific sounds. Conduct a survey in French. Exploratory talk. Presentational talk. Exploratory talk.
Key Knowledge	<ul style="list-style-type: none"> Revision of fruit, food, drink and snacks and how to ask and pay for them, (Y3 and Y4). Revision of family and home and pets. (Y4 and Y5). Revision of classroom objects and musical instruments (Y4 and Y5). Revision of the weather (Y5). Revision of high frequency verbs and asking and answering questions and basic greetings. 	<ul style="list-style-type: none"> Recognise, recall and spell up to 15 items of clothing with their indefinite articles. Understand more about adjectival agreement when describing the colours of clothes. Express what we wear in 4 different scenarios using the verb -to wear and the conjunction and. 	<ul style="list-style-type: none"> Use key French question words linked to traditions and celebrations. Respond to questions relating to celebrations and traditions. Use the structure C'est une fete + adjective to express opinion on a tradition or celebration. Develop appreciation of French traditions and culture.
Prior Knowledge	<ul style="list-style-type: none"> All above. 	<ul style="list-style-type: none"> Phonics lessons 1-3. Language within J'apprends le francais. Gender agreement and the impact it has on nouns and adjectives. 	<ul style="list-style-type: none"> Phonics lessons 1 and 2. Vocabulary from Je me presente. Gender agreement and the impact it has on nouns and adjectives.
Vocabulary	<ul style="list-style-type: none"> High frequency verbs -to have- to be- to live- to like- to be called. Refer to vocabulary sheets from scheme from the above revision topics. 	<ul style="list-style-type: none"> 15 nouns linked to items of clothing. 10 colours. Verb to wear Je porte. All vocabulary on the sheet within the online scheme. 	<ul style="list-style-type: none"> High frequency question words Quand? (when?) Ou? (where?) and Pourquoi? (why?) Name, age and where we live. Verb to be -etre Key vocabulary from sheet within online scheme.

Year 6 Unit Overview Spring: *Les vêtements*



Language
French

Teaching Type:
Intermediate

Unit:
Les vêtements



Unit Objective

To describe which items of clothing you are wearing by colour in French.

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

- Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French.
- Understand more about adjectival agreement when describing the colours of items of clothing.
- Express what we wear in 4 different scenarios in French using the verb 'Je porte' (*I wear*) and the conjunction 'et' (*and*).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from key Early Language and Intermediate units, in particular 'J'apprends le français'.
- The concept of gender and the impact it has on other words in the sentence, such as nouns and adjectives.

Skills we will develop:

Retention of new vocabulary in the form of 15 nouns for items of clothing with their indefinite article/determiners. Applying adjectival agreement rules (gender and plurality) to correctly describe our clothes by colour. Putting together the new vocabulary, including the 1st person verb conjugation of 'porter' (*to wear*) and the conjunction 'et' (*and*) to create extended sentences about what we wear in 4 different scenarios. Present these sentences in front of the class or in small groups.

Activities we will complete:

Lots of listening, speaking, reading, writing and grammar sorting activities to learn the 15 nouns and appropriate articles/determiners for items of clothing. There will also be some extended listening and reading tasks. Spoken and written scaffolded activities will support us in saying what we wear in different scenarios. A final presentation activity where pupils will present what they wear in up to 4 different scenarios in French.

Grammar we will learn & revisit:

- Indefinite articles/determiners in the masculine and feminine singular and in the masculine and feminine plural – 'un', 'une' and 'des'
- Verbs – porter (*to wear*) conjugated in the 1st person singular form 'je porte' (*I wear/I'm wearing*)
- Conjunctions – 'et' (*and*)
- Adjectival agreement – using colours as adjectives to describe the items of clothing

Phonics & pronunciation we will see:

Recommended phonics focus: é e è eau eux

- é sound in 'écharpe'
- e sound in 'chemise'
- eau sound in 'manteau'
- **Silent letters.** The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French.
- **Guttural R.** Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'. Made from the back of the mouth, not the front.



Vocabulary we will learn & revisit:

We will learn 15 nouns for items of clothing, 10 colours, the 1st person verb conjugation 'Je porte' (*I wear/I'm wearing*) and 4 scenarios (at home, at school, in the summer and in the winter) in French. All listed on the Pupil Unit Glossary.

Year 6 Unit Overview Summer: *Traditions et Celebrations*



Language
French



Teaching Type
Intermediate

Unit
Traditions et Célébrations

Unit Objective

To ask and respond to key questions in French.

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

- Use key French question words related to famous traditions and celebrations in French-speaking countries.
- Respond to questions related to famous traditions and celebrations in French-speaking countries in French.
- Express an opinion on a tradition or celebration in French using the structure '**C'est une fête + adjective**' (*It is a ... festival*) and attempt to apply accurately the rules of adjectival agreement.
- Develop an appreciation of traditions and celebrations different to our own culture.

Skills we will develop:

To interact with authentic spoken and written French that is relevant to the traditions and celebrations studied. Asking and responding to relevant question words which will help to develop personal opinions applicable to other units.

Activities we will complete:

A number of different activities to learn about the traditions and celebrations using a variety of speaking, listening, reading and written tasks (including emails, and group speaking activities). After recycling and revisiting '**c'est**' (*it is*), we will develop answering questions using this high frequency verb. Learning how to use the structure '**C'est une fête + adjective**' to complete more demanding tasks in all four of the skills. There will be a variety of exposure to traditional texts in the language, for example authentic poems.

Grammar we will learn & revisit:

Adjectival agreement, high frequency verbs & opinion structures. Introduction to 3rd person singular conjugations of high frequency verbs such as '**c'est**' (*it is*) and relevant question words. Adjectival agreements to nouns in opinion structures. Differences in French punctuation such as spaces between the last letter of a word and the punctuation of question marks, exclamation marks and speech marks.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Je me présente' and 'La date' units.
- That nouns in French have gender and this has an impact on the determiner and the adjective.



Phonics & pronunciation we will see:

Recommended phonics focus: EAU EUX É Ê E

- É sound in l'Épiphanie
- Ê sound in fêue
- E sound in bleet
- **Accents.** Accents can help to identify the pronunciation of the phoneme, as seen in the cases given above. These accents create slight differences in the overall pronunciation of a word.

Vocabulary we will learn & revisit:

High frequency question words such as **Quand ?** (*When?*), **Où ?** (*Where?*), and **Pourquoi ?** (*Why?*). Revisiting personal details (names/age/where we live) and identifying the high frequency verb '**être**' (*to be*). Various nouns and adjectives that will help aid the pupils in their understanding of the traditions and celebrations learnt in the unit. Key vocabulary is listed on the Pupil Unit Glossary.