

SUBJECT LEADER OVERVIEW



Modern Foreign Languages (French)

SUBJECT LEADER

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SUBJECT LINK GOVERNOR

Last Updated July 2024

WHAT THE NATIONAL CURRICULUM SAYS ABOUT MFL

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

MFL AT ALL SAINTS

INTENT

The intention of the French curriculum at All Saints Primary is that by nurturing hearts and inspiring minds children develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries; we strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

IMPLEMENTATION

Our French curriculum is designed with six strands (identified within the National Curriculum) that run throughout the termly units.

These are:

- Speaking and pronunciation
- Listening
- Reading and writing
- Grammar
- Intercultural understanding
- Language detective skills

Our French curriculum is designed to develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Our 2-year planning cycle is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout the lessons, allowing children to make connections and apply their language skills to other areas of their learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. All our children in KS2 have weekly language lessons which are then incorporated into the class room environment throughout the week to encourage fluency.

IMPACT

The impact of our French learning is monitored continuously through formative assessment whereas summative assessment is used at the end of every half term by the class teacher.

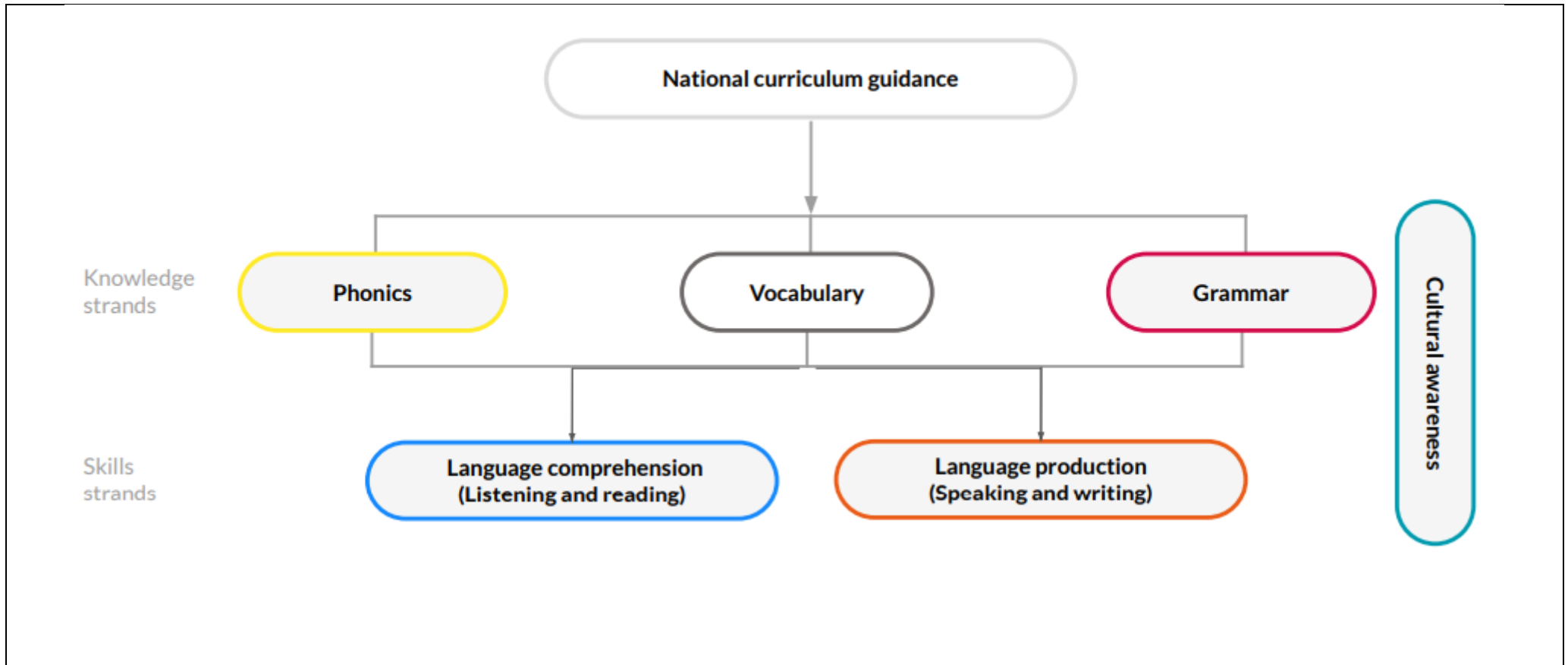
The expected impact of our scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.

- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the national curriculum for Languages.

Pupils are assessed against the national curriculum objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

STRANDS



CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our MFL curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

MFL CURRICULUM

DESIGN OF CURRICULUM

Our foundation subjects use Kapow planning. This carefully tracks the progression of skills and knowledge throughout the school.

Due to our dual year groups, we look at coverage over 2 years rather than one.

Subject leaders have not taken for granted that Kapow covers all aspects / objectives required of the subject and have cross referenced the schemes with or tracking of skills and knowledge and then with the National Curriculum objectives.

The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils with deep questioning.

Our ambitious curriculum is designed taking into account the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values MFL
- Big ideas / big questions are used to provoke deeper learning
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high
- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader or use the Kapow teacher videos before each lesson.
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

DELIVERY OF CURRICULUM

Explicit MFL lessons are held on one afternoon per week following the Kapow scheme of work objectives. In addition, opportunities are taken throughout the school day to implicitly embed the children's learning. This may be through songs, use of French instructions, and the Kapow 'During the week' suggestions.

WHY BASE OUR CURRICULUM ON KAPOW SCHEMES OF WORK

We involved all our teaching staff in choosing schemes of work which would be suited to our school.

Subject Leaders spent half a term looking at different options for their subject and all were extremely positive about KAPOW, the progression and the resources available.

There is no requirement on staff to use the KAPOW resources. They are to follow the 'Big Question' and the objectives for each lesson, however, how they get there is up to them. This means we have flexibility but, at the same time, ready-made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our MFL Progression Document.

Knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

AREA	LKS2		UKS2	
	Skills	Knowledge	Skills	Knowledge
Phonics		<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key</p>		<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>

		<p>phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â</p> <p>To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p> <p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced</p>		<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>
Vocabulary		See individual units.		

<p>Grammar Terminology</p>		<p>Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article</p> <p>Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular</p>		<p>Adverb Comparative adjectives Metaphor Compound nouns Compound sentences</p> <p>Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles</p>
		<p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in 'e' .</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.</p> <p>To know that the pronoun ça means 'it'.</p> <p>To know that the pronoun y means 'there'.</p> <p>To know that when a preposition and a definite article are</p>		<p>To know that there are compound nouns in French e.g. mon grand-père, mes grand- parents.</p> <p>To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune.</p> <p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone.</p> <p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.</p> <p>To know that when making comparisons the ending of the</p>

		<p>contracted this indicates a place: au/à la/aux.</p> <p>To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des.</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</p> <p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as petit and grand are placed before the noun.</p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem);</p>		<p>adjective may need to change depending on the gender and number of the noun it is describing.</p> <p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.</p> <p>To know a range of prepositions to describe the position of objects.</p> <p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry.</p> <p>To know that some verbs are irregular.</p>
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		<p>blanc(masc)-blanche(fem), heureux-heureuse.</p> <p>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.</p> <p>To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.</p> <p>To know that je/j', and tu are subject pronouns.</p> <p>To know that c'est means "it is" and is used to describe what something is. To know that il y a is used to say 'there is/are.'</p> <p>To know that placing ne...pas around the verb makes it negative: ne + verb + pas .</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).</p>		<p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).</p> <p>To conjugate the verbs aller, jouer and faire.</p> <p>To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</p> <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).</p> <p>To know that venir de + the infinitive of the second verb indicates a recent action: je viens</p>
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		<p>To know that we can use conjunctions to link phrases such as et/mais.</p> <p>To know the verbs avoir and être are used to describe appearance and personality.</p> <p>To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as et (and) and puis (then) to join clauses.</p> <p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is</p>		<p>de finir - I have just finished, or a place of origin.</p> <p>To know that there is no possessive apostrophe in French.</p> <p>To say 'my father' s sister in French would be the sister of my father: la sœur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p> <p>To know that parce que (because) can be used to extend a sentence and give a justification.</p>
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		<p>usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>To know that accents in French can change the sound of a letter.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>		
Language Comprehension (Listening and Reading)	Listening and responding to full sentences.		Listening and inferring information from an extended	

	<p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary,</p> <p>Using a bilingual dictionary to find the meaning of unknown</p>		<p>audio passage using language detective skills.</p> <p>Independently identifying rhyming words and spelling patterns when joining in with songs.</p> <p>Beginning to predict spelling patterns.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p>	
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	<p>words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p>		<p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p>	
<p>Language production (Speaking and Writing)</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Forming simple statements with information including the negative.</p> <p>Using a variety of conversational phrases.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Using a model to form a spoken sentence.</p> <p>Beginning to adapt phrases from a rhyme/song.</p>		<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Planning and giving a short oral presentation.</p>	

	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short Role-play or song.</p> <p>Recalling and writing simple words from memory.</p> <p>Selecting and writing short words and phrases.</p> <p>Experimenting with simple writing, copying with accuracy.</p>		<p>Modifying, expressing and comparing opinions.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Adapting model sentences to express different ideas.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Writing a short text using word and phrase cards, knowledge</p>	
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	<p>Making short phrases or sentences using word cards and knowledge organisers.</p> <p>Recognising and using adjectives of colour and size.</p> <p>Using different adjectives with a singular noun, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>		<p>organisers and a bilingual dictionary to model or scaffold.</p> <p>Constructing a short text on a familiar topic.</p> <p>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using a wide range of descriptive phrases.</p>	
Cultural Awareness	<p>Discussing similarities and differences between customs and traditions in France and the UK.</p> <p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</p> <p>Discovering French festivals and their traditions.</p>	<p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To know the names and locations of some of the cities in France.</p> <p>To name some famous paintings by French artists.</p>	<p>Identifying key geographical features of countries in the French-speaking world.</p> <p>Analysing climate data for some French-speaking countries.</p> <p>Playing the traditional French game of la pétanque.</p> <p>Researching information about the French cycle race la Tour de France. Comparing sporting activities in France and the UK.</p>	<p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p> <p>To know the rules for playing French bowls.</p>

	<p>Comparing the weather between France and the UK.</p> <p>Ordering typical French food and drink.</p> <p>Creating a song in French for a famous song contest.</p>	<p>To know that French is spoken in different countries around the world.</p> <p>To identify some French-speaking countries.</p> <p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that in France the temperature is measured in celsius.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p> <p>To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.</p>		<p>To know how the maillot jaune is awarded during the Tour de France race.</p> <p>To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.</p>
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ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor work and visitors both in the classroom and in collective worship are encouraged to enhance our delivery of MFL.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous or time consuming. This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny

- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

KS2 pupils have a French Folder to record any written work – because many of the lessons are focussed on speaking and listening not all lessons will have a record. Any work that is kept in the French Folder is dated and the learning objectives are clearly displayed.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

RUBIES CLASS

CYCLE A

AUTUMN TERM 1

French Greetings with Puppets

Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.

Key Vocabulary

bonjour
salut
au revoir
bonsoir
bonne nuit
ça va bien
ça va mal

c'est...
comment tu t'appelles ?
je m'appelle...
non
oui

<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. • Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. • Link actions or pictures to the new language, both in spoken and written form. • Imitate the pronunciation of sounds. • Take turns to speak and use appropriate intonation.
<p>Key Skills</p>	<p>Language comprehension</p> <ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Beginning to notice common spelling patterns. • Recognising some familiar French words in written form. <p>Language production</p> <p>Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Experimenting with simple writing, copying with accuracy.</p>
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. • To know that a ç cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound. • To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand. <p>Grammar</p> <ul style="list-style-type: none"> • To know that the pronoun ça means 'it'. • To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To know that in French there are formal and informal greetings.

Cross Curricular Links	Design & technology ‘Pupils should be taught to: <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities’
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RUBIES CLASS

CYCLE A

AUTUMN TERM 2

French adjectives of colour, size and shape

Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.

Key Vocabulary	rouge – red bleu – blue jaune – yellow vert – green blanc – white noir – black orange - orange rose - pink brun - brown violet - violet un carré – a square petit – small grand – big cherchez – look for/find les formes - the shapes je voudrais... – I would like... s’il vous plaît – please merci – thank you l’artiste – the artist	et – and c’est – it is c’est de quelle couleur ? – what colour is it? marron - brown l’arc-en-ciel - the rainbow les couleurs - the colours vrai ou faux - true or false c’est vrai, répétez - if it's true, repeat c’est faux, silence - if it's wrong/false, silence qu’est-ce qui manque ? - what's missing? un cercle – a circle un triangle – a triangle un rectangle – a rectangle un éléphant - an elephant un lion - a lion un serpent - a serpent/snake un tigre - a tiger c’est moi – it’s me nous allons faire – we’re going to make	c’est un grand cercle - it's a big circle c’est un petit cercle - it's a little circle c’est un cercle bleu - it's a blue circle c’est un triangle rouge - it's a red triangle qu’est-ce que c’est ? – what is it? c’est un grand cercle, ou un petit cercle ? - is it a big circle or a little circle? énorme – enormous minuscule – tiny dessinez – draw c'est un - it's a (masc.) c'est une - it's a (fem.) un sapin de Noël – a Christmas tree un ruban – a bow une étoile – a star une boule – a bauble une bougie – a candle Nuit de Noël – Christmas night
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	<p>l'assistant – the assistant un aigle - an eagle un crocodile - a crocodile un dauphin - a dolphin c'est quelle forme ? - what shape is it? regardez en silence ! - look in silence! bien, très bien, super ! - good, very good, super!</p>	<p>regardez ! – look! choisissez! – choose! découpez ! – cut out! coloriez ! – colour! collez ! – stick! avec – with des ciseaux – scissors un feutre – a felt tip pen</p>	<p>Joyeux Noël – Merry Christmas</p>
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Listen carefully to instructions to build correct sequences of three to four colour blocks. • Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Recognise cognates, finding shapes that they are asked for. • Use please and thank you. • Describe some of the shapes in their work using language of colour, size or shape. • Correctly select a decoration described to them by its colour. • Use software to produce artwork in the style of Matisse. 		
<p>Key Skills</p>	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Repeating short phrases accurately, including liaison of final consonant before vowel. • Recognising and using adjectives of colour and size and placement relative to the noun. • Listening and responding to single words and short phrases. • Following verbal instructions in French. • Responding to objects or images with a phrase or other verbal response. • Beginning to identify vowel sounds and combinations as well as cognates and near cognates. • Recognising some familiar words in written form and beginning to use dictionaries. • Experimenting with simple writing, copying with accuracy. • Showing awareness of the capital and identifying some key cultural landmarks. • Recognising cultural similarities and differences between customs and traditions in France and England. • Recognising and answering simple questions which involve giving personal information. • Beginning to use conversational phrases for purposeful dialogue. • Using a model to form a spoken sentence. • Speaking in full sentences using known vocabulary. • Comparing sounds and spelling patterns with English. • Listening and repeating further key phonemes with care. • Rehearsing and performing a short presentation. • Choosing appropriate adjectives from a wider range of adjectives. 		

	<ul style="list-style-type: none"> Identifying items by colour and other adjectives. Noticing and beginning to predict key word patterns and spellings. Noticing and discussing cognates and beginning to use language detective strategies. Using cognates and near cognates along with other detective skills to gist information. Making short phrases or sentences using word cards. Using adapted phrases to describe an object or person. Using the indefinite article in the plural form. Recognising and beginning to apply rules for placement and agreement of adjectives. Making comparisons of word order in French and English.
Key Knowledge	<ul style="list-style-type: none"> To know that a cognate is a word that is the same in both French and English e.g. un triangle. To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle. To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle. To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.
Cross Curricular Links	<p>Art & design</p> <p>'Pupils should be taught:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history.'

RUBIES CLASS

CYCLE A

SPRING TERM 1

Playground games- numbers and age

Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and traditional French games.

Key Vocabulary	<ul style="list-style-type: none"> un - one deux - two trois - three quatre - four cinq - five six - six plus (or you can use 'et') - plus moins - minus 	<ul style="list-style-type: none"> c'est... comment tu t'appelles ? je m'appelle... non oui huit - eight neuf - nine dix - ten 	<ul style="list-style-type: none"> c'est qui? - who is it? éliminé - out! (of the game) (encore) plus vite - (even) faster (encore) plus bas - (even) lower/quieter il y a - there is/are arrêtez ! - stop! manqué - missed gagné - won
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	<ul style="list-style-type: none"> fait (literally 'makes') - equals égale - equals combien ? - how many?/how much? à toi - your turn à moi - my turn j'ai gagné ! - I've won! rouge - red bleu - blue vert - green jaune - yellow orange - orange blanc - white noir - black rose - pink orange - orange violet - violet c'est de quelle couleur ? - what colour is it? c'est - it is sept - seven 	<ul style="list-style-type: none"> onze - eleven douze - twelve un cercle - a circle un triangle - a triangle un rectangle - a rectangle un carré - a square petit - small grand - big c'est un grand cercle - it's a big circle c'est un petit cercle - it's a little circle c'est un cercle bleu - it's a blue circle c'est un triangle rouge - it's a red triangle tu as quel âge? - how old are you? j'ai [X] ans - I am [X] years old l'intrus - odd one out Petit Chaperon Rouge - Little Red Riding Hood le ciel - heaven la terre - earth 	<ul style="list-style-type: none"> oui - yes la Seine et le Musée du Louvre - the Seine and the Louvre Museum la Basilique du Sacré-Coeur de Montmartre - the Basilica of the Sacred Heart of Montmartre la Cathédrale Notre-Dame de Paris - the Cathedral of Notre-Dame of Paris la Tour Eiffel - the Eiffel Tower L'Arc de Triomphe - the Arc de Triomphe la Marelle - la Marelle (form of hopscotch) le loup est-il passé ? - has the wolf passed? point à point - dot to dot une corde à sauter - a skipping rope
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds ('un', 'eu', 'oi', and 'in'). Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. Ask and answer a question about their age. Recognise number words. Listen carefully and relate sounds to written phonemes. Recall numbers one to twelve with increasingly accurate pronunciation. 		
<p>Key Skills</p>	<ul style="list-style-type: none"> Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. 		

	<ul style="list-style-type: none"> • Beginning to identify vowel sounds and combinations. • Listening and noticing rhyming words. • Recognising some familiar words in written form. • Reading aloud some words from simple songs, stories and rhymes. • Identifying cognates and near cognates. • Recalling and writing simple words from memory. • Identifying plurals of nouns. • Showing awareness of the capital and identifying some key cultural landmarks. • Recognising cultural similarities and differences between customs and traditions in France and England. • Recognising and answering simple questions which involve giving personal information. • Beginning to use conversational phrases for purposeful dialogue. • Using a model to form a spoken sentence. • Speaking in full sentences using known vocabulary. • Comparing sounds and spelling patterns with English. • Listening and repeating further key phonemes with care. • Rehearsing and performing a short presentation. • Listening and selecting information. • Using language detective skills to decode vocabulary. • Listening to songs, joining in with songs and noticing sound patterns. • Noticing and beginning to predict key word patterns and spellings. • Noticing and discussing cognates and beginning to identify language detective strategies. • Following a short text or rhyme, listening and reading at the same time. • Using cognates and near cognates along with other detective skills to gist information. • Selecting and writing short words and phrases. • Making short phrases or sentences using word cards. • Comparing schools and celebrations in France and the UK.
Key Knowledge	<ul style="list-style-type: none"> • To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. • To know that sentences are often structured differently in French and English. • To know the sounds the common phonemes 'eu', 'oi', 'ou' and 'ui' make in French. • To know the names of some Parisian landmarks. • To know some French playground games.
Cross Curricular Links	None relevant to this unit.

RUBIES CLASS

CYCLE A

SPRING TERM 2

In a French classroom

Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'

Key Vocabulary

- écoutez - listen
- regardez - look
- parlez - speak
- écrivez - write
- lisez - read
- ouvrez - open
- fermez - close
- asseyez-vous - sit down
- levez-vous - stand up
- faux - false
- vrai - true
- répétez ! - repeat
- silence - silence
- et - and
- mais - but
- plus haut - higher
- plus bas - lower
- neuf - nine
- dix - ten
- Jacques a dit - Jacques said
- qu'est-ce qui manque ? - what's missing?
- un crayon - a pencil
- un taille-crayon - a pencil sharpener
- un stylo - a pen
- un cahier - an exercise book
- un sac - a bag
- une règle - a ruler
- une gomme - a rubber
- une trousse - a pencil case
- des ciseaux - some scissors
- j'ai... - I've got/I have
- tu as...? - have you got ...?
- dans mon sac ... - in my bag ...
- je n'ai pas - I have not
- un - one
- deux - two
- trois - three
- quatre - four
- cinq - five
- six - six
- sept - seven
- huit - eight

Outcome: most pupils will be able to

- Show their understanding of key vocabulary with a physical response.
- Attempt to accurately imitate the pronunciation of vocabulary.
- Correctly identify masculine and feminine nouns in written form.
- Use modelled language to create questions or sentences using appropriate articles.
- Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.

	<ul style="list-style-type: none"> • Attempt to build their own sentences using a label as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.
Key Skills	<ul style="list-style-type: none"> • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. Using short phrases to give information. • Beginning to adapt phrases from a rhyme/song. • Listening and repeating key phonemes with care. • Repeating short phrases accurately, including liaison of final consonant before vowel. • Introducing self to a partner with simple phrases. • Recognising and using adjectives. • Listening and responding to single words and short phrases. • Following verbal instructions in French. • Responding to objects or images with a phrase or other verbal response. • Listening and identifying key words in rhymes and songs and joining in. • Beginning to identify vowel sounds and combinations. • Recognising some familiar words in written form. • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size. • Beginning to recognise gender of nouns, definite and indefinite articles. • Identifying plurals of nouns. • Recognising adjectives and placement relative to the noun. • Beginning to understand that verbs have patterns. • Noticing the negative form. • Recognising cultural similarities and differences between customs and traditions in France and England. • Recognising and answering simple questions which involve giving personal information. • Beginning to use conversational phrases for purposeful dialogue. • Using a model to form a spoken sentence. • Speaking in full sentences using known vocabulary. • Listening and repeating further key phonemes with care. • Rehearsing and performing a short presentation. • Identifying items by colour and other adjectives. • Listening and selecting information. • Using language detective skills to decode vocabulary. • Listening to songs, joining in with songs and noticing sound patterns. • Noticing and beginning to predict key word patterns and spellings.

	<ul style="list-style-type: none"> • Noticing and discussing cognates and beginning to identify language detective strategies. • Following a short text or rhyme, listening and reading at the same time. • Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Selecting and writing short words and phrases. • Using adapted phrases to describe an object or person. • Using the indefinite article in the plural form. • Recognising and using the negative form. • Using prepositions. • Making comparisons of word order in French and English.
Key Knowledge	<ul style="list-style-type: none"> • To know that, in French, a space is needed before and after ? and ! • To understand some of the similarities and differences between school in France and schools in the UK. • To understand that every French noun is either masculine or feminine. • To know that gender affects the form of the word un or une (the indefinite article). • To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.
Cross Curricular Links	None relevant to this unit.

RUBIES CLASS

CYCLE A

SUMMER TERM 1

Bon appetit

Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.

Key Vocabulary	<ul style="list-style-type: none"> • la tomate - the tomato • la banane - the banana • la pomme - the apple • la poire - the pear • la fraise - the strawberry • le citron - the lemon 	<ul style="list-style-type: none"> • J'aime - I like • Je n'aime pas - I don't like • mais - but • et - and • treize - thirteen • quatorze - fourteen 	<ul style="list-style-type: none"> • lundi - Monday • mardi - Tuesday • mercredi - Wednesday • jeudi - Thursday • vendredi - Friday • samedi - Saturday
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	<ul style="list-style-type: none"> • le melon - the melon • l'orange - the orange • l'ananas - the pineapple • les chocolats (m) - the chocolates • les gâteaux (m) - the cakes • les croissants (m) - the croissants • les pains au chocolat (m) - the pain au chocolats • les bonbons (m) - the sweets • les brioches (f) - the brioches • les biscuits (m) - the biscuits 	<ul style="list-style-type: none"> • quinze - fifteen • seize - sixteen • dix-sept - seventeen • dix-huit - eighteen • dix-neuf - nineteen • vingt - twenty • vingt-et-un - twenty-one • vingt-deux - twenty-two • trente - thirty • trente-et-un - thirty-one 	<ul style="list-style-type: none"> • dimanche - Sunday • aujourd'hui - today • demain - tomorrow • hier - yesterday • je voudrais - I would like • c'est combien ? - How much? • ça fait - that costs • s'il vous plaît - please • merci - thank you
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Recognise which nouns are cognates or near cognates. • Explain ways to work out the meaning of unfamiliar words. • Identify the correct definite article for the names of fruit according to gender. • Correctly identify and pronounce plural nouns. • Accurately express an opinion with j'aime and je n'aime pas. • Say the numbers to 31 in French. • Read and calculate maths sums correctly in French. • Say and write all the days of the week. • Identify the days for yesterday and today. • Accurately perform a role play with good pronunciation and understanding. 		
Key Skills	•		
Key Knowledge	•		
Cross Curricular Links	English Reading – word reading		

RUBIES CLASS

CYCLE A

SUMMER TERM 2

Shopping for French Food

Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.

<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • dix - ten • vingt - twenty • vingt-et-un - twenty-one • vingt-deux - twenty-two • vingt-trois - twenty-three • trente - thirty • quarante - forty • cinquante - fifty • soixante - sixty • <ul style="list-style-type: none"> • je voudrais - I would like • je vais - I go • au / à la / à l' - to the • le marché - the market • le supermarché - the supermarket • le café - the café • la boulangerie - the bakery • la chocolaterie - the chocolate shop • la pâtisserie - the cake shop • l'épicerie - the greengrocer <ul style="list-style-type: none"> • lundi - Monday • mardi - Tuesday • mercredi - Wednesday • jeudi - Thursday • vendredi - Friday • samedi - Saturday • dimanche - Sunday • j'achète - I buy • je le/la/les mange - I eat it/them • je vais à la crêperie - I go to the crêperie
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Recognise and explain how to build 2-digit numbers in words up to 60, using a number builder resource for support if needed. • Listen carefully and make good attempts at accurate pronunciation of new vocabulary. • Recognise how a sentence changes according to noun gender. • Make predictions about language from a familiar story and join in with an oral performance. • Use strategies to support recall of vocabulary. • Make at least one change to a noun in a given sentence and present the sentence orally. • Produce a short written story with some modelling and with some elements changed.
<p>Key Skills</p>	<ul style="list-style-type: none"> • Listening and responding to single words, short phrases and full sentences. • Beginning to notice common spelling patterns. • Reading aloud some words from simple songs, stories and rhymes. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. • Language production • Using short phrases to give information. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Discussing strategies for remembering and applying pronunciation rules.

	<ul style="list-style-type: none"> • Building confidence by repeating short phrases with increasing accuracy. • Rehearsing and performing a short role-play, song or story. • Selecting and writing simple words and short phrases, some from memory. • Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.
Key Knowledge	<p>Phonics To know:</p> <ul style="list-style-type: none"> • The key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English) • The sounds that are created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. • That some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. • Key word patterns and spellings. <p>Grammar To know:</p> <ul style="list-style-type: none"> • That every French noun is either masculine or feminine. • That the gender affects the form of the indefinite article un or une. • That feminine nouns often (but not always) end in 'e'. • That the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. • The equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. • That I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. • That je/j', and tu and vous are subject pronouns. • That c'est means "it is" and is used to describe what something is. • How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). • That we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. • That some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • That accents in French can change the sound of a letter. • That basic sentence structure English and French have the same pattern: subject + verb + object. • That in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To name some famous paintings by French artists.
Cross Curricular Links	<p>Mathematics: Number.</p> <p>English: Spoken language.</p>

SAPPHIRES CLASS

CYCLE A

AUTUMN TERM 1

PORTRAITS – DESCRIBING IN FRENCH

Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.

Key Vocabulary

- il a - he has
- elle a - she has
- il est - he is
- elle est - she is
- les cheveux - hair
- les yeux - eyes
- marron - brown (for eyes)
- bruns - brown (for hair)
-
-
-
- verts - green (masc plural)
- bleus - blue (masc plural)
- roux - ginger
- blonds - blonde (for hair)
- châains - chestnut brown (masc plural)
- noirs- black (masc plural)
- sportif (masc)
- sportive (fem) - sporty
- poli (masc) - polite
- polie (fem) - polite
- petit (masc) - small
- petite (fem) - small
- heureux (masc) - happy
- heureuse (fem) - happy
- sérieux (masc) – serious
- sérieuse (fem) - serious

Outcome: most pupils will be able to

- Identify rhyming words and the same phonemes in different words.
- Listen for specific words and phrases.
- Apply language detective strategies such as use of cognates to work out meaning.
- Understand how the gender and number of a noun modifies adjectives.
- Explain where to place different types of adjectives in relation to the noun.
- Use familiar language to speak in sentences.
- Attempt to build accurate written sentences using a model.

Key Skills

- Listening to and repeating key phonemes with a degree of accuracy.
- Showing understanding by joining in and responding.
- Practising speaking with a partner using familiar language.
- Recognising some familiar language used in a new context.
- Creating short phrases or sentences using word cards and a knowledge organiser.
- Describing the physical features and personality of a third person.
- Asking and answering questions using high frequency verbs.
- Decoding new language using language detective strategies.
- Creating accurate spoken and written descriptive sentences from a model.
- Recognising key phonemes in new language and applying pronunciation rules.
- Speaking with increasing confidence and fluency.

	<ul style="list-style-type: none"> • Using contextual clues and cues to 'gist' and make predictions about meanings. • Creating phrases and sentences from memory. • Choosing appropriate adjectives from a wider range of adjectives. • Generating the correct form of an adjective so that it agrees with the singular or plural noun it is describing. • Selecting the correct form of irregular adjectives. • Using grammatical understanding to apply word order accurately. • Selecting the appropriate subject pronoun to describe other people. • Speaking in full sentences using known and some new vocabulary. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Applying strategies for checking the accuracy of written work.
Key Knowledge	<ul style="list-style-type: none"> • To recognise the definite article in the plural form. • To identify adjectives in feminine and plural forms. • To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural. • To recognise that some adjectives are irregular and do not follow a rule. • To understand how and why adjectives must agree with the noun they are describing. • To recognise the difference in the placement of adjectives in French and English. • To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms. • To know which subject pronoun to employ when talking about someone else. • To know that certain letters at the end of a word in French are not pronounced. • To explain the meaning of the term 'definite article' and know that its form depends on the gender of the noun. • To know which adjectives are irregular in the feminine and/or plural forms. • To name some invariable colour adjectives. • To explain the placement of adjectives of size and other adjectives in a sentence in French. • To be able to give examples of the difference in word order in French and English.
Cross Curricular Links	<p>Art</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history.

SAPPHIRES CLASS

CYCLE A

AUTUMN TERM 2

MEET MY FRENCH FAMILY

This UKS2 mixed-age unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.			
Key Vocabulary	<ul style="list-style-type: none"> • j'ai - I have • un frère - a brother • une sœur - a sister • je n'ai pas - I do not have • je n'ai pas de frère - I do not have a brother • ou - or • 	<ul style="list-style-type: none"> • je suis fils unique - I am an only child (boy) • je suis fille unique - I am an only child (girl) • mon/ma/mes - my (masc/fem/plural) • mon père - my dad • ma mère - my mum • mes grand-parents - my grandparents 	<ul style="list-style-type: none"> • son anniversaire, c'est le... - his/her birthday is on the... • il/elle a... ans - he/she is ... years old • j'aime - I like • je n'aime pas - I do not like • j'adore - I love • beaucoup - a lot •
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Recognise words that are similar to English. • Notice patterns in word order. • Identify key information within a longer text. • Adapt a sentence to change the meaning. • Use a negative expression. • Apply some understanding of French pronunciation. • Present ideas and information orally. • 		
Key Skills	<ul style="list-style-type: none"> • Recognise words that are similar to English. • Notice patterns in word order. • Identify key information within a longer text. • Adapt a sentence to change the meaning. • Use a negative expression. • Apply some understanding of French pronunciation. • Present ideas and information orally. • Apply knowledge of grammatical rules when building sentences. • Use conjunctions to extend sentences. • Express personal preferences. • Make ambitious word selections using appropriate resources such as a bilingual dictionary and knowledge organiser. • Speak with fluency and spontaneity. • 		
Key Knowledge	<ul style="list-style-type: none"> • To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. • To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. • To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. 		

	<ul style="list-style-type: none"> To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun. To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.
Cross Curricular Links	Nothing relevant to this unit.

SAPPHIRES CLASS

CYCLE A

SPRING TERM 1

Clothes- getting dressed in France

Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.

Key Vocabulary	<ul style="list-style-type: none"> un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) 	<ul style="list-style-type: none"> dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small 	<ul style="list-style-type: none"> il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?
Outcome: most pupils will be able to	<ul style="list-style-type: none"> Use a bilingual dictionary confidently. Engage in conversations. Apply correct adjectival agreement for regular adjectives. Apply correct word order in sentences containing adjectives. Present a presentation on a familiar topic. Pronounce familiar language accurately. Build statements from new vocabulary. 		
Key Skills	<ul style="list-style-type: none"> Asking and answering questions. Applying correct word order. Constructing sentences using a model. 		

	<ul style="list-style-type: none"> • Writing some words and phrases from memory. • Applying simple adjectival agreement. • Using the correct indefinite article depending on the gender and number of the noun. • Using the correct possessive adjective for a given noun by determining its gender and number. • Recalling colour adjectives from previous learning and using these in a new context. • Expressing opinion using a range of verbs. • Using questions to seek information from others. • Expressing a range of opinions, including use of the negative. • Explaining how regular adjectives change in the feminine and plural forms. • Adapting the suffix of colour adjectives in accordance with the gender and number of the noun. • Using appropriate determiners. • Applying a grammatical rule to convert an indefinite article to the correct form of the possessive adjective. • Applying phoneme-grapheme knowledge to write words with increasing accuracy.
Key Knowledge	<ul style="list-style-type: none"> • To understand adjectival position in a sentence. • To know what adjectival agreement means. • To know that some adjectives are invariable and do not change in the feminine and plural forms. • To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. • To know when to use an indefinite article or a possessive adjective. • To know that the last consonant in a word in French is pronounced if it followed by an 'e'. • To know how to use a bilingual dictionary to cross check the correct meaning of a word.
Cross Curricular Links	Nothing relevant to this unit.

SAPPHIRES CLASS

CYCLE A

SPRING TERM 2

French Weather

Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about the temperature in different parts of France and deliver a weather forecast.

Key Vocabulary	<ul style="list-style-type: none"> • Quel temps fait-il ? - What is the weather like? • Il fait beau - it is good weather 	<ul style="list-style-type: none"> • dans - in • le nord - the north • l'est - the east 	<ul style="list-style-type: none"> • trente - thirty • quarante - forty • cinquante - fifty
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	<ul style="list-style-type: none"> • il neige - it is snowing • il pleut - it is raining • il y a du soleil - it is sunny • il y a du vent - it is windy • 	<ul style="list-style-type: none"> • le sud - the south • l'ouest - the west • degrés - degrees • Il fait trente degrés - it is thirty degrees 	<ul style="list-style-type: none"> • soixante - sixty • soixante-dix - seventy • quatre-vingts - eighty • quatre-vingt-dix - ninety • cent - one hundred
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Match numerals and words correctly. • Count up in multiples of ten. • Use physical response to show understanding of specific phrases. • Give and respond to directions. • Use specific structures to describe the weather and the temperature. • Pronounce weather phrases accurately. • Perform a rap from memory in French. • Present information clearly with accurate pronunciation. • Locate cities on a map of France. 		
Key Skills	<ul style="list-style-type: none"> • Linking the sound and spelling of new words. • Repeating memorised language with increasing accuracy. • Using learned phrases to convey information. • Using two prepositions to indicate location. • Expressing ideas clearly by speaking with increasing fluency. • Using conjunctions to extend sentences. • Linking the sound, spelling and meaning of new words. • Performing confidently using memorised language. • Applying the correct grammatical structure for the type of weather being described. • Incorporating relevant previously learned language into a new context to extend detail. • Using prepositions and the partitive article appropriately. • Presenting a detailed report using a range of key structures, including contrasting information about two different locations. 		
Key Knowledge	<ul style="list-style-type: none"> • To know that Celsius is used to measure temperature in Europe. • To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. • To know how to use the partitive article 'de' with specific weather structures. • To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. • To name several conjunctions that can be used to extend and link sentences. 		
Cross Curricular Links	<p>Music Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Geography</p>		

Geographical skills and fieldwork

Pupils should be taught to:

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

British values: Democracy.

SAPPHIRES CLASS**CYCLE A****SUMMER TERM 1****EXPLORING THE FRENCH SPEAKING WORLD**

Discovering the many French-speaking countries, giving and following directions in French and discussing climate using comparative language.

Key Vocabulary

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • le nord • l'est • le sud • l'ouest • dans • quel temps fait-il ? | <ul style="list-style-type: none"> • il fait beau • il fait mauvais • il fait chaud • il fait froid • il pleut | <ul style="list-style-type: none"> • il neige • il y a du soleil • il y a du vent • il y a des nuages • |
|---|---|--|

Outcome: most pupils will be able to

- Read and understand a range of sentences including directions.
- Recognise and respond to directions.
- Form directional phrases accurately by applying grammatical rules.
- Ask, answer questions and seek clarification.
- Apply language detective strategies to work out meaning in spoken and written sources.

Key Skills

- Recognising and responding to directional language.
- Recalling number vocabulary and using this to describe distance.
- Asking and answering questions with accurate pronunciation and intonation.
- Using gist to develop an understanding of spoken French.
- Reading fiction and non-fiction texts to extract key points.
- Writing sentences using familiar language.
- Present information orally using weather-related vocabulary.
- Using directional vocabulary accurately,

	<ul style="list-style-type: none"> • Asking and answering questions using full sentences. • Creating detailed sentences justifying opinions. • Reading authentic texts containing some new language, using detective skills to work out meaning. • Presenting detailed information clearly to an audience. • Use conjunctions to give contrasting information.
Key Knowledge	<ul style="list-style-type: none"> • To know how to contract the preposition 'à' when it is used with the definite article of a noun. • To know how to contract 'de' when it is used with the definite article of a noun. • To know which specific verbs must be used with the three categories of weather expressions. • To locate French-speaking countries on a map. • To name some features of countries in the French-speaking world. • To show an understanding of national identity and begin to consider stereotypes.
Cross Curricular Links	<p>Geography Geographical skills and fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>RSE – Statutory guidance Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>British values: Mutual respect</p>

SAPPHIRES CLASS

CYCLE A

SUMMER TERM 2

PLANNING A FRENCH HOLIDAY

A mixed-age Y5/6 unit. The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.

<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • aller - to go • je vais - I go • tu vas - you go (informal) • il/elle va - he/she goes • nous allons - we go • vous allez - you go (formal/group) • ils/elles vont - they (masc/fem) go • je vais aller - I am going to go 	<ul style="list-style-type: none"> • rester - to stay • faire - to do/make • au/en/aux - to (masc/fem/plural) • quand - when • où - where • pourquoi - why • en vacances - on holiday 	<ul style="list-style-type: none"> • en été ou en hiver ? - in summer or in winter? • quel temps va-t-il faire? - what will the weather be like? • que vas-tu faire ? - what are you going to do? • qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Read and understand a simple story. • Identify use of present and future tenses in reading and listening. • Know how to form the near future tense. • Speak in sentences. • Integrate familiar language into a new context. • Create a written paragraph including present and future tenses. • Use a bilingual dictionary confidently. 		
<p>Key Skills</p>	<ul style="list-style-type: none"> • Language comprehension • Independently identifying rhyming words and spelling patterns when joining in with songs. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Language production • Planning, asking and answering questions. • Developing extended sentences to justify a fact or opinion. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Planning and giving a short oral presentation. • Using intonation and gesture to differentiate between statements and questions. • Speaking and reading aloud with increasing confidence and fluency. • Giving a presentation drawing upon learning from a number of previous topics. • Adapting model sentences to express different ideas. • Using existing knowledge of vocabulary and phrases to create new sentences. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. 		

	<ul style="list-style-type: none"> • Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using a wide range of descriptive words and phrases independently.
Key Knowledge	<p>Phonics</p> <ul style="list-style-type: none"> • To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è) and cedilla (ç) • To know that a change in voice intonation can indicate when a question is being asked. • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> • To know whether to use the pronouns il 'he' or elle 'she' when describing someone. • To know that adjectives must agree with the gender and number of the noun being described. • To know a range of prepositions to describe the position of objects or places. • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. • To know that parce que and/or car (because) can be used to extend a sentence and give a justification. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To know that French is spoken in different countries around the world. • To be able to name French-speaking countries and recognise the flags of those countries.
Cross Curricular Links	None relevant to this unit.

RUBIES CLASS

CYCLE B

AUTUMN TERM 1

THIS IS ME

Learning how to exchange greetings and share personal information such as names and feelings.

Key Vocabulary	Bonjour Bonsoir Bonne nuit Salut Je m'appelle Comment tu t'appelles ?	Ça va ? Ça va Ça va bien Ça va très bien Ça ne va pas Ça va mal
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Recognise and respond to different greetings. • Recognise and sound out phonemes and begin to notice key phonemes in French words. • Form phrases to say hello and introduce themselves. • Begin to recognise how some sounds are represented in written form. • Ask someone how they are feeling and say how they are feeling. • Relate written captions to images. 	
Key Skills	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Asking and/or answering simple questions. • Beginning to understand and notice cognates. • Listening and repeating key phonemes with care. • Recognising some familiar French words in written form. • Writing some familiar French words and phrases accurately. • Pronouncing words containing the phonemes on, ou, and the letters ç and u accurately. 	
Key Knowledge	<ul style="list-style-type: none"> • How the key phonemes u, on, and ou sound. • How the acute accent è and the cedilla ç change the sound of the letter they are placed on in a word. • Vocabulary for different greetings, introductions and feelings. • That in French there are formal and informal greetings. 	
Cross Curricular Links	English Listen and respond appropriately.	

RUBIES CLASS

CYCLE B

AUTUMN TERM 2

SCHOOL DAYS

<p>Learning how to use definite and indefinite articles and school-related vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school day in England and France, listening and reading to analyse key information.</p>													
<p>Key Vocabulary</p>	<table border="0"> <tr> <td>le/la/l'/les</td> <td>il y a</td> </tr> <tr> <td>un/une</td> <td>il n'y a pas de/d'</td> </tr> <tr> <td>et</td> <td>j'étudie</td> </tr> <tr> <td>l'école</td> <td>un emploi du temps</td> </tr> <tr> <td>dans ma salle de classe</td> <td>ouvrez les yeux</td> </tr> <tr> <td></td> <td>fermez les yeux</td> </tr> </table>	le/la/l'/les	il y a	un/une	il n'y a pas de/d'	et	j'étudie	l'école	un emploi du temps	dans ma salle de classe	ouvrez les yeux		fermez les yeux
le/la/l'/les	il y a												
un/une	il n'y a pas de/d'												
et	j'étudie												
l'école	un emploi du temps												
dans ma salle de classe	ouvrez les yeux												
	fermez les yeux												
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Deduce the meaning of new words using a range of language detective skills. • Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. • Speak clearly and present simple phrases using a visual support. • Explain what there is and is not in a classroom. • Correctly identify masculine and feminine nouns in written form. • Extract key information from a written text. • Use modelled language to create sentences containing appropriate articles. • Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links. • 												
<p>Key Skills</p>	<p>Language comprehension</p> <ul style="list-style-type: none"> • Spontaneously identifying cognates and near cognates. • Recognising some familiar French words in written form. • Following verbal instructions in French. • Selecting the correct form of the definite and indefinite articles. • Listening to and transcribing familiar language with an increasing degree of accuracy. <p>Language production</p> <ul style="list-style-type: none"> • Speaking with a partner to give information. • Using short phrases to give information. • Forming statements with information including the negative. • Repeating new language accurately. 												
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • Accurately repeating words containing the phonemes eu, oi, in, on, ou and writing these correctly. <p>Grammar</p> <ul style="list-style-type: none"> • Some words are cognates: they have the same spelling and meaning in French and English. • Some letters carry accents and these change the sound of those letters. • Every French noun is either masculine or feminine. 												

	<ul style="list-style-type: none"> • The gender of a French noun determines its definite article. • The gender of a noun affects the form of the indefinite article un or une. • Il y a is used to say 'there is/are'. • When we turn the statement il y a (there is/are) into a negative il n'y a pas de/d' (there is not) then we change the article from un/une to de/d' (d' if the noun begins with a vowel). • Basic sentence structure English and French have the same pattern: subject + verb + object. 		
Cross Curricular Links	N/A		
RUBIES CLASS CYCLE B			
SPRING TERM 1 BIRTHDAY CELEBRATIONS			
Using numbers and dates to exchange information; comparing similarities and differences between birthday celebrations in France and in England; adapting a model to write a birthday wish list using indefinite articles and nouns.			
Key Vocabulary	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> la date quelle est la date ? quelle est la date de ton anniversaire ? quel âge as-tu ? j'ai huit ans </td> <td style="width: 50%;"> joyeux anniversaire ! pour mon anniversaire je voudrais un/une </td> </tr> </table>	la date quelle est la date ? quelle est la date de ton anniversaire ? quel âge as-tu ? j'ai huit ans	joyeux anniversaire ! pour mon anniversaire je voudrais un/une
la date quelle est la date ? quelle est la date de ton anniversaire ? quel âge as-tu ? j'ai huit ans	joyeux anniversaire ! pour mon anniversaire je voudrais un/une		
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Say the numbers 1-31 in French. • Read and calculate Maths sums correctly. • Match French months to their English equivalents. • Ask when someone's birthday is and say when their birthday is. • Compare similarities and differences between birthdays in the UK and France. • Write sentences to create a wish list, describing things orally and in writing. • Appreciate songs in the language. • Compare French festivals and their traditions with English ones. 		
Key Skills	<ul style="list-style-type: none"> • Language production • Using a variety of conversational phrases. • Applying knowledge of cognates and near cognates to work out the meaning of new vocabulary. • Repeating phrases with increasingly accurate pronunciation. 		

	<ul style="list-style-type: none"> • Using short phrases to give information. • Selecting the correct indefinite article by referring to the gender of a noun. • Adapting and extending a written model to create new phrases. • Using a knowledge organiser and a bilingual dictionary to check spelling and source new vocabulary. • Cultural awareness • Recognising similarities and differences between customs and traditions in France and the UK. •
Key Knowledge	<p>Phonics</p> <ul style="list-style-type: none"> • To become familiar with the key phonemes oi, in, eu, eau and those that are represented by the letters z/s, x and i. <p>Grammar</p> <ul style="list-style-type: none"> • To know months, seasons, and days of the week in French are not capitalised unless used at the beginning of a sentence. • To know c'est means 'it is'. • To know bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. • To know in French un, and une are the equivalents of 'a/an'. • To know the gender of a noun affects the form of the indefinite article un or une. • To know in French the verb 'to have' is used for talking about age whereas the verb 'to be' is used in English.
Cross Curricular Links	<p style="text-align: center;">British values</p> <ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

RUBIES CLASS

CYCLE B

SPRING TERM 2

COLOURFUL CREATURES

Learning the vocabulary for adjectives of size and colour; using noun gender agreement and considering how it impacts the article and adjectives; creating their own animal portraits, producing a short description.

Key Vocabulary

c'est
bleu(e)
énorme
grand(e)

minuscule
petit(e)
orange
rose

vert
violet

	jaune	rouge
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Notice cognates and near-cognates. • Use a dictionary to research the meaning of relevant vocabulary. • Recognise and sort nouns by gender, and explain the effect this may have on an adjective. • Recognise rules of agreement. • Select the correct form of an adjective to ensure it agrees with the noun it describes. • Use appropriate words and phrases to adapt model sentences. • Identify similarities and differences between word order in French and English. 	
Key Skills	<ul style="list-style-type: none"> • Pronouncing key phonemes found in colour adjectives correctly. • Asking and answering questions. • Identifying and discussing cognates and near-cognates and continuing to explore various language detective strategies. • Selecting the correct indefinite article according to the gender of the noun. • Placing different types of adjectives in the correct place in a phrase. • Giving spoken and written information using a range of familiar structures, with some manipulation of language and the use of a knowledge organiser for support. • Following a conversation, listening, and reading at the same time. • Adapting a model to create spoken and written descriptive sentences. 	
Key Knowledge	<ul style="list-style-type: none"> • To know that all nouns in French have a gender and that they are either masculine or feminine. • To know that not all nouns that end in 'e' are feminine. • To know that word order can differ in French compared to English. • To know that adjectives of size go before the noun and adjectives of colour go after the noun in French. • To know that some adjectives are irregular and do not follow a pattern. • To know that adjectives must agree with the gender and number of the noun they are describing. • To know how to find the gender of a noun by looking it up in the dictionary. 	
Cross Curricular Links	English – Discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary, and grammar. Performing their compositions.	

RUBIES CLASS

CYCLE B

SUMMER TERM 1

FABULOUS FRENCH FOOD

<p>Learning how to eat out in France; ordering and paying the bill at a restaurant; asking and answering questions and making requests; exploring articles using food-related vocabulary.</p>			
<p>Key Vocabulary</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>vous désirez ? je voudrais s'il vous plaît merci l'addition au revoir</p> </td> <td style="width: 50%; vertical-align: top;"> <p>l'entrée le plat le dessert une boisson j'aime je n'aime pas</p> </td> </tr> </table>	<p>vous désirez ? je voudrais s'il vous plaît merci l'addition au revoir</p>	<p>l'entrée le plat le dessert une boisson j'aime je n'aime pas</p>
<p>vous désirez ? je voudrais s'il vous plaît merci l'addition au revoir</p>	<p>l'entrée le plat le dessert une boisson j'aime je n'aime pas</p>		
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Use the indefinite articles un and une correctly. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Present ideas and information orally to a range of audience. • Read carefully and show understanding of words, phrases and simple writing. • Show understanding of spoken language by joining in and responding. • Apply language detective strategies to decode the meaning of new words. • Adapt a written model using support materials including a Knowledge organiser. 		
<p>Key Skills</p>	<p>Language production</p> <ul style="list-style-type: none"> • Asking and responding to questions in a café conversation. • Forming opinion phrases, including use of the negative. • Speaking in full sentences using known vocabulary. • Rehearsing and performing a role play. • Using a bilingual dictionary to find the meaning of unknown words and check spelling. • Using a model to form spoken and written sentences. • Using conversational phrases for purposeful dialogue. 		
<p>Key Knowledge</p>	<p>Grammar</p> <ul style="list-style-type: none"> • How intonation and gesture are used to differentiate between statements and questions. • Basic sentence structure in English and French has the same pattern: subject + verb + object. • Conjunctions such as et can be used to link phrases. • Some words are cognates: they have the same spelling and meaning in French and English: la pizza, le hot-dog. • Accents in French can change the sound of a letter. • Placing ne...pas around the verb makes it negative: ne + verb + pas. <p>Cultural awareness</p>		

	<ul style="list-style-type: none"> To know the currency used in France is euros and to recognise some of the notes and coins. In French there is a formal and informal version of the word for 'you' and when to use which one.
Cross Curricular Links	<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> Using money to estimate, compare and calculate different measures.

RUBIES CLASS

CYCLE B

SUMMER TERM 2

GOURMET TOUR OF FRANCE

Asking and answering a question about food preferences; learning about famous regional French dishes; giving opinions about regional French dishes; performing a short story using words and actions; learning how to use the partitive article for food nouns; using language detective skills to decode a French recipe.

Key Vocabulary	<ul style="list-style-type: none"> j'adore j'aime je n'aime pas je déteste car c'est 	<ul style="list-style-type: none"> bon délicieux horrible fade Ma nourriture préférée c'est le/la ...
Outcome: most pupils will be able to	<ul style="list-style-type: none"> Listen and respond to single words, short phrases and full sentences. Follow a short text or rhyme, listening and reading at the same time. Recognise some familiar French words in written form. Begin to understand and notice cognates and near cognates. Begin to explore various language detective strategies. Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Use visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. Discuss similarities and differences between customs and traditions in France and the UK. Discover French festivals and their traditions. Order typical French food and/or drink. 	

<p>Key Skills</p>	<p>Language comprehension</p> <ul style="list-style-type: none"> • Listening and responding to single words, short phrases and full sentences. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary. <p>Language production</p> <ul style="list-style-type: none"> • Recognising, asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Beginning to form opinion phrases. • Using short phrases to give information. • Using a model to form a spoken sentence. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Making short phrases or sentences using word cards, knowledge organisers and cloze exercises • Choosing appropriate adjectives from a range of adjectives.
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> • Some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • The word order is sometimes different in French compared to English. • How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). • You can make a statement into a question simply by changing the intonation of your voice in French. • The gender affects the form of the indefinite article un or une. • Feminine nouns often (but not always) end in 'e'. • That je/j', tu and vous are subject pronouns. • Placing ne...pas around the verb makes it negative: ne + [verb] + pas. • The endings of verbs change according to the subject. • That conjunctions such as et – and, and mais – but, can be used to join clauses. • That basic sentence structures in English and French have the same pattern: [subject] + [verb] + [object]. • Bilingual dictionary abbreviations provide grammatical information about nouns and other French words. <p>Cultural awareness</p> <ul style="list-style-type: none"> • Discussing similarities and differences between customs and traditions in France and the UK. • Discovering French festivals and their traditions.

	<ul style="list-style-type: none"> Ordering, or discovering, typical French food and/or drink.
Cross Curricular Links	<p style="text-align: center;">Mathematics</p> <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables.

SAPPHIRE CLASS

CYCLE B

AUTUMN TERM 1

FRENCH TRANSPORT

Using language detective skills to spot cognates; learning transport-related vocabulary and constructing sentences using parts of the verb '**aller**' with prepositions.

Key Vocabulary	<p>J'aime Je déteste voyager car c'est rapide lent</p>	<p>confortable inconfortable amusant polluant Tu vas où ? Tu y vas comment ?</p>
Outcome: most pupils will be able to	<ul style="list-style-type: none"> Identify which nouns are cognates or near cognates. Use language detective strategies to work out the meaning of new words. Form simple statements by adapting a model. Applying accurate word order in French. Identify and extract key information from short texts. Write sentences containing familiar language, with correctly formed accents. Use the verb aller in the present tense to ask for and give information about how people travel. Select the correct preposition en or à depending on the type of transport. 	

Key Skills	<ul style="list-style-type: none"> • Planning, asking, and answering questions. • Using a bilingual dictionary to check the spelling, and meaning of words and to source new language. • Extending sentences using connectives and a range of adjectives. • Giving and justifying opinions. • Applying accurate sound-spelling links. • Using the preposition y (there) to indicate a place and avoid repetition. • Correctly placing ne...pas (don't in this context) around the verb to create a negative phrase. • Pronouncing the phonemes ou, in, au, on and, oi accurately.
Key Knowledge	<p>To know that:</p> <ul style="list-style-type: none"> • The English language contains some words borrowed from the French language, but these may have different meanings such as un car (a coach) and travail (work), • The connective car (because) can be used to extend a sentence and give a justification. • Accents change the sound of the words they appear on. • French is spoken in many countries other than France. • The indefinite article changes depending on the gender of a noun. • Questions can be structured using a statement and changing my intonation. • When talking about a countable object in French we use the indefinite article un (before a masculine singular noun) or une (before a feminine singular noun). • Some nouns are irregular in the plural form such as bateau – bateaux.
Cross Curricular Links	<p>Mathematics Complete, read and interpret information in tables, including timetables.</p>

SAPPHIRE CLASS

CYCLE B

AUTUMN TERM 2

IN MY FRENCH HOUSE

Learning about surroundings and discovering the fascinating world of different homes; exploring different types of houses and building vocabulary and pronunciation skills; describing homes and neighbourhoods in French.

Key Vocabulary	<table border="0"> <tr> <td>à côté de</td> <td>la table</td> </tr> <tr> <td>dans</td> <td>le lit</td> </tr> <tr> <td>derrière</td> <td>sous</td> </tr> <tr> <td>devant</td> <td>sur</td> </tr> <tr> <td>il y a</td> <td>un salon</td> </tr> <tr> <td>j'habite dans</td> <td>une cuisine</td> </tr> <tr> <td></td> <td>une maison</td> </tr> </table>	à côté de	la table	dans	le lit	derrière	sous	devant	sur	il y a	un salon	j'habite dans	une cuisine		une maison
à côté de	la table														
dans	le lit														
derrière	sous														
devant	sur														
il y a	un salon														
j'habite dans	une cuisine														
	une maison														
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house. • Use a writing frame to create a written description of a house. • Label things in a bedroom and use the related vocabulary in simple sentences. • Use prepositions accurately, both verbally and in written sentences. • Write a letter to describe all the rooms in a house, using at least three prepositions accurately to say where things are. 														
Key Skills	<p>Language comprehension</p> <ul style="list-style-type: none"> • Using a range of language detective strategies to decode new vocabulary. • Identifying key information in a written text. • Extracting key information from a passage spoken at near normal speed. <p>Language production</p> <ul style="list-style-type: none"> • Adapting model sentences about houses to create new ones. • Using adapted phrases to describe where objects are. • Using relevant vocabulary to describe different types of houses and rooms in French. • Asking and answer questions in French. • Using a writing frame to respond to a letter in French. • Writing in descriptive paragraphs. • Extending detail by reusing previously learned language such as adjectives and colours. 														
Key Knowledge	<p>Grammar To know:</p> <ul style="list-style-type: none"> • How to identify cognates and near cognates. • How to change the definite articles le/la – the, to un/une – a/an. • How the ending of a regular verb, habiter – to live, changes in the first, second, and third person singular forms. 														
Cross Curricular Links															

SAPPHIRE CLASS

CYCLE B

SPRING TERM 1

FRENCH MUSIC CELEBRATIONS

Learning vocabulary to name musical instruments and types of music; expressing opinions about music by forming extended sentences using conjunctions and adjectives; learning about a famous French music festival and French-speaking musicians and adapting model sentences to create a profile for a musician.

Key Vocabulary

le piano	je ne joue pas du/de la...
le violon	je voudrais jouer...
la guitare	la musique
la flûte	le zouk
la batterie	car c'est
je joue du/de la...	entraînant

Outcome: most pupils will be able to

- Select the correct article **du** or **de la** for different instruments.
- Ask and respond to questions to say which instrument they play, using a whole phrase.
- Recall the names of some French-speaking countries, saying these with accurate pronunciation.
- Use opinion verbs, conjunctions and adjectives to create simple phrases about the types of music they like and dislike.
- Write a simple summary in English of the key points about **la Fête de la musique**.
- Adapt a model written paragraph and replace some of the nouns, verbs and adjectives with their own choices to write about a musician.

Key Skills

- Language comprehension**
- Listening and inferring information from audio passages using language detective skills.
 - Reading and using language detective skills to assess meaning including context, text type and sentence structure.
 - Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
 - Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
 - Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.
- Language production (speaking)**

	<ul style="list-style-type: none"> • Planning, asking and answering questions. • Beginning to use conversational phrases for purposeful dialogue. • Developing extended sentences to justify a fact or opinion. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Modifying, expressing and comparing opinions. • Using intonation and gesture to differentiate between statements and questions. • Speaking and reading aloud with increasing confidence and fluency. <p>Language production (writing)</p> <ul style="list-style-type: none"> • Adapting model sentences to express different ideas. • Using existing knowledge of vocabulary and phrases to create new sentences. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using a wide range of descriptive words and phrases independently.
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To know that a change in voice intonation can indicate when a question is being asked. • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> • To know whether to use the pronouns il 'he' or elle 'she' when describing someone. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. • To know how to conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports/activities and faire (to do) with other sports/activities. • To know that parce que and/or car (because) can be used to extend a sentence and give a justification. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To know some French-speaking countries and recognise the flags of those countries.
<p>Cross Curricular Links</p>	<p style="text-align: center;">Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (optional). • Improvise and compose music for a range of purposes using the inter-related dimensions of music (optional).

SAPPHIRE CLASS

CYCLE B

SPRING TERM 2

VERBS IN A FRENCH WEEK

Learning to identify the infinitive form of verbs and subject pronouns; grouping French verbs into -er, -ir and -re categories; learning the -er regular verb endings; practising with a set of regular action verbs children discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être' and finally children produce a short piece of creative writing to demonstrate their learning.

Key Vocabulary	chanter courir danser dormir écrire jouer	lire manger nager aimer avoir être
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.• Create an opinion phrase using one of the new verbs.• Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.• Work together to build a verb spinner and use it to generate appropriate phrases.• Recognise and recall different parts of verbs avoir and être.• Create an original short text, correctly adapting a range of verbs to their appropriate form.	
Key Skills	Language comprehension <ul style="list-style-type: none">• Listening and selecting information from short audio passages to give an appropriate response.• Reading and responding to a range of authentic texts.• Identifying key information in simple writing.• Using a range of language detective strategies to decode new vocabulary including context and text type.• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. Language production	

	<ul style="list-style-type: none"> • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place.
Key Knowledge	<ul style="list-style-type: none"> • Phonics • To know that a change in voice intonation can indicate when a question is being asked. • Grammar • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb <i>to be</i> as in English. • To know that ne is contracted to n' when followed by a vowel: je n'aime pas courir.
Cross Curricular Links	<p>English</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Check spelling, meaning or both of these in a dictionary.

SAPPHIRE CLASS

CYCLE B

SUMMER TERM 1

VISITING A TOWN IN FRANCE

Learning directional, transport, and town vocabulary together with prepositional phrases, the children describe where places are in a town. They plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally, the children create a written description of a town.

Key Vocabulary

- | | |
|---|---|
| <ul style="list-style-type: none"> • dans ma ville • il y a | <ul style="list-style-type: none"> • autour de • au bord de |
|---|---|

	<ul style="list-style-type: none"> • il n'y a pas de • où est... ? • tournez à gauche • allez tout droit • en face de • entre 	<ul style="list-style-type: none"> • loin de • je vais y aller • un aller simple • un aller retour • j'adore aller au parc parce que c'est relaxant 	
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Name places in a town. • Follow simple directions accurately. • Describe the relationship between places using a preposition. • Role-play buying tickets in French. • Construct negative sentences correctly. • Use a writing frame to give a reasoned opinion for visiting a place. • Identify the grammatical elements of a text. • Understand the gist of a text. • Use a text to write their own description of a place. 		
<p>Key Skills</p>	<p>Language comprehension</p> <ul style="list-style-type: none"> • Listening and gisting information from an extended audio passage using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. <p>Language production</p> <ul style="list-style-type: none"> • Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language. • Using intonation and gesture to differentiate between statements and questions. • Speaking and reading aloud with increasing confidence and fluency. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Using a wide range of descriptive phrases. 		
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To know: • That an understanding of different sounds in French can help when attempting to pronounce new vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> • To know: • Partitive articles describe where something is placed, e.g. le livre est à côté du stylo. • A range of prepositions to describe the position of objects. 		

	<ul style="list-style-type: none"> • Conjugation means the way verbs change to match the pronoun. • Some verbs do not follow regular patterns, including avoir – to have, and aller – to go. • For regular verbs, the formal imperative form of the verb is formed by removing the pronoun vous and keeping just the vous form of the verb e.g. tournez – turn. • That parce que – because, can be used to extend a sentence and give a justification.
Cross Curricular Links	

SAPPHIRE CLASS

CYCLE B

SUMMER TERM 2

FRENCH SPORT AND THE OLYMPICS

Conjugating the verb aller – to go, identifying correct prepositions, learning sports vocabulary, expressing preferences plus the infinitive; revisiting nouns for countries and learning how to contract articles when using the verb faire.

Key Vocabulary	<ul style="list-style-type: none"> • le sport • je joue • je fais • le football • le basketball • le tennis • le rugby • le ski 	<ul style="list-style-type: none"> • la boxe • le gymnastique • la natation • le tir à l'arc • le skate • j'aime • j'adore • je déteste
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Pronounce the name of a sport accurately and confidently. • Use the verbs jouer and faire correctly with different sports. • Create sentences using two verbs, the seconds one in the infinitive form. • Construct simple sentences to say whether or not they play a sport. • Express and justify opinions in relation to sports. • Identify some of the French country names using cognates and near cognates. • Use the correct form of aller with correct preposition to indicate where you are going. • Write an article in French, using a writing frame, about an imaginary Olympic Games. 	

<p>Key Skills</p>	<p>Language comprehension</p> <ul style="list-style-type: none"> • Listening and inferring information from audio passages using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary. <p>Language production</p> <ul style="list-style-type: none"> • Planning, asking and answering questions. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Using intonation and gesture to differentiate between statements and questions. • Giving a presentation drawing upon learning from a number of previous topics. • Adapting model sentences to express different ideas. • Using existing knowledge of vocabulary and phrases to create new sentences. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using a wide range of descriptive words and phrases independently. <p>Cultural awareness</p> <ul style="list-style-type: none"> • Playing the traditional French game of la pétanque. • Researching information about the Paris 2024 Olympic Games. • Comparing sporting activities in France and the UK.
<p>Key Knowledge</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> • To know whether to use the pronouns il – he, or elle – she, when describing someone. • To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. • To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that ne is contracted to n’ when followed by a vowel: je n’ai pas faim or y: il n’y a pas de bus.

	<ul style="list-style-type: none"> • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. • To know that we use the verb jouer – to play, with some sports and faire – to do, with other sports. • To know that parce que and/or car(because) can be used to extend a sentence and give a justification. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To be able to name French-speaking countries and recognise the flags of those countries. • To be able to explain how climate varies in some French-speaking countries. • To know the rules for playing French bowls.
Cross Curricular Links	<p style="text-align: center;">Geography</p> <p>Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.