

Year 3/4	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Cycle A 2019/2020</p>	<ul style="list-style-type: none"> • Start with the phonics, learning the vowels first. • Learn the numbers 1-12 • How to ask and give their age. • Learn the other key phonic sounds. • Read rhyming stories, sing songs, practise tongue twisters • Further opportunities to make the sound-written link by listening to words and anticipating their spelling. • Learn some nouns (pencil case items). T • Made aware of gender through colour coding. • Use the verb forms 'j'ai - I have', 'il/elle est - it is' and implicitly encounter the negative forms of these. 	<ul style="list-style-type: none"> • animals and colours. • Linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). • The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours • The key verbs are 'il/elle est (he/she/it is)', 'ils sont (they are)', il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi (also/too/as well)', 'mais (but)'. • Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources. 	<ul style="list-style-type: none"> • Memory and performance. • Pupils retell a familiar story - <i>The Very Hungry Caterpillar</i> - in French. • Introduce useful vocabulary from the story - numbers, days of the week, fruits, foods. • Introduce the story in video and audio format. • After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!

Year 3/4	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Cycle B 2020/2021</p>	<ul style="list-style-type: none"> • Focus on numbers 1-31 • months • dates • asking for and giving own birthday, • language to do with birthday celebrations and some more Christmas vocabulary. • Create invitations • Learn about how epiphany is celebrated in France • Understand songs, stories and video about birthdays and other celebrations. 	<p>This unit develops the same linguistic skills in different contexts.</p> <ul style="list-style-type: none"> • Focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. • Use familiar verb forms in this new context to describe pictures they create. • Learn the parts of the body and face and use this language to describe the work of other famous French artists. (e.g. Matisse, Manet, Cézanne.) 	<ul style="list-style-type: none"> • Learn the language for family members. • Re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. • Learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... • Apply this in the context of pets. • Learn adjectives for describing personality and physical description (hair and eyes). • Use key verbs in the 3rd person singular and plural: a (has), est (is), ont (have), sont (are).

Year 5/6	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Cycle A 2019/2020</p>	<ul style="list-style-type: none"> • Learn simple calculations based on the five times table. • Learn how to ask for and give the time. • Food and drink vocabulary. • Learn how to say when mealtimes are and what they usually have, comparing with eating habits in France. • Learn how to give their opinions of different food and drink • Complete a simple food / drink diary in French. 	<ul style="list-style-type: none"> • Focus on sports and opinions. • To pronounce and cognate other sports accurately from text. • apply phonics knowledge from previous years. • Practise using a dictionary to look up unknown words. • Describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a' for their peers to guess. • Learn how to say which sports they like/dislike doing, using aimer' + infinitive verb. 	<ul style="list-style-type: none"> • Use dictionaries to look up different instruments. • Use opinions in the context of different types of music, • Give reasons why, using 'parce que' (because). • Use the language they have learnt to create short raps or songs about food, sports or music. <p style="text-align: center;"><u>Pupils are encouraged at all times to strive to:</u></p> <ul style="list-style-type: none"> • Work things out for themselves, • Work in pairs and small groups sharing knowledge • To speak aloud when possible thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

Year 5/6	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Cycle B</p> <p style="text-align: center;">2020/2021</p>	<ul style="list-style-type: none"> • Learn to describe the weather. • Combine weather and seasons and describe the climate in different places. • Study a French poem about Autumn and perform it in small groups. • Gain a basic understanding of the geography of France and learn some key geographical features in French. • Learn the countries that border France and the compass points. • Learn the French for some countries and their flags, describing them in French with colours. • Learn the 'ER' verb parler (to speak) • To be able to say which languages they speak as well as saying where they live and where they come from. • To understand why French is spoken in so many different countries and be aware of La francophonie. • Watch a French film set in Senegal and learn some key vocabulary from the film. 	<ul style="list-style-type: none"> • Learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. • Learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) there is (Il n'y a pas de) there is not. • Develop dictionary and memory skills, • Learn a French poem about Paris and creating their own version. • Learn about some key French festivals • Extend use of '-ER' regular verbs in the present tense. 	<ul style="list-style-type: none"> • This term should be approached flexibly. • There are opportunities for revision and consolidation of essential KS2 language. • If desired, there are new topics and projects to explore: holidays, clothes, going to a café and/or buying ice creams.

French Progression Document.

