

Year 3/4 - French - I am Learning French (E) Cycle A

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • To speak in sentences, using familiar vocabulary, phrases and basic language structures • To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • To present ideas and information orally to a range of audiences* • To read carefully and show understanding of words, phrases and simple writing • To appreciate stories, songs, poems and rhymes in the language • To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To locate France, Paris and a few key cities on a map. • Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French. 	<p>Same as Sticky Knowledge</p> <p>Bonjour ! Hello! (formal) / six six Salut ! Hello! (informal) / sept seven Ça va ? How are you? / huit eight Ça va bien. I am well. / neuf nine Ça va mal. I am not great. / dix ten Comme ci, comme ça. So, so. / rouge red Au revoir ! Goodbye! / bleu blue À plus tard ! See you later! / jaune yellow Comment tu t'appelles ? What is your name? / vert green Je m'appelle... My name is... / noir black un one / blanc white deux two / gris grey trois three orange orange quatre four / violet purple cinq five / marron brown</p> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can find France on a map of the world. <input type="checkbox"/> I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. <input type="checkbox"/> I can say numbers 1-10 clearly in French and I can now spell some of these numbers. <input type="checkbox"/> I can say ten key colours in French, and I can now spell some of these colours. <p>Level 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can find France on a map of the world if I am shown Europe first. <input type="checkbox"/> I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class.

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> □ I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly. □ I can say some of the ten colours in French without any help and can attempt to spell some of these correctly. <p>Level 3</p> <ul style="list-style-type: none"> □ I can find France on a map of the world if an adult directs me to some of the surrounding countries. □ I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. □ I can recognise some numbers from 1-10 in French. <ul style="list-style-type: none"> • □ I can recognise some of the key ten colours in French.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - All new learning</p> <p>Phonics - All new learning</p>	<ul style="list-style-type: none"> • What is your name? • How are we feeling? 	<p>Grammar None in this unit as it is introductory.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • OI sound in trois & noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins

		with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
Teaching Ideas		

Year 3/4 - French - Animals (E)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<p>Je suis... Un... Une...</p> <p>Le animaux: lion cheval oiseau cochon lapin vache singe mouton canard souris</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings. I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings. I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun. I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French. <p>Level 3</p> <ul style="list-style-type: none"> I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy.

<ul style="list-style-type: none"> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally* and in writing To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - What a noun and article/determiner is in English. What a verb is and that 'I am' comes from the verb 'to be' in English.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning French' unit. •</p>	<ul style="list-style-type: none"> What animal is this? What animal are you? Practice 1st person 	<p>Grammar Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> •CH sound in cheval •OU sound in souris & mouton •ON sound in cochon & mouton •OI sound in oiseau •Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel.

		Liaison occurs and the normally silent 's' is pronounced almost like a 'z'. • Nasal sounds. Starting to explore the four French nasal sounds (on , un , in and an). This sound does not exist in English and is made through the nose not the mouth! Words like coch<u>on</u> , s<u>in</u>ge and mou<u>ton</u> .
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Teaching Ideas

Use mime representations to support identifying animals
Use soft toys to use as talking points for learning animals
Games such as snap.
Songs
Worksheets
Powerpoints

Year 3/4 - French - Fruits (E)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. <p>une pomme une cerise une prune une fraise une pêche une orange une banane une poire un abricot un kiwi</p> <p>J'aime... Je n'aime pas...</p> <p>les pommes les cerises les prunes les oranges les poires les fraises le pêches</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can repeat and recognise a few of the 10 fruits in French with their correct article. I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French if they like a particular fruit if I hear the question being asked first. I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat and recognise most of the 10 fruits in French with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first. I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first. <p>Level 3</p> <ul style="list-style-type: none"> I can name and recognise all 10 fruits presented in this unit with the correct article.

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>les kiwis</p>	<ul style="list-style-type: none"> ☐ I can attempt to spell more than 5 of these fruits in French with relative accuracy. ☐ I can ask somebody in French if they like a particular fruit with no reminder first. ☐ I can say in French which of the 10 fruits I like and dislike, without the need for a model answer.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - What a noun and article/determiner is in English. What a verb is in English.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning French' unit.</p>	<p>Which fruits do you like? Which fruits don't you like? What fruit is this?</p>	<p>Grammar Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • OI sound in poire • Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. • Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's'

in **les** is pronounced in **les oranges** and **les abricots** as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.

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

Teaching Ideas

Games such as snap.

Songs

Worksheets

Powerpoints

Year 3/4 - French - I am able ... (E)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Recognise, remember and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). <p>Je peux... / I am able... Et/ and Mais/ but sauter parler patiner français danser cuisine nager jouer d'un instrument dessiner faire du vélo</p> <p>chanter</p>	<p>Same as Sticky Knowledge</p> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet first when attempting the spellings. I can match these verbs to their picture easily if I have a word and picture bank to help me. I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings. I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French. <p>Level 3</p> <ul style="list-style-type: none"> I can name and spell all 10 action verbs in French from memory and with high accuracy. I can match these verbs to their picture easily. I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able)

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<p>plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.</p>
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Language introduced from units like 'Animals' and 'Fruits' and in particular 'je plus conjugated verb'. • Vocabulary from the 'I Am Learning French' unit. • What a verb is in English.</p> <p>Phonics - • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p>	<p>Which activity are you able to do? What activity are you not able to do? What activity is this?</p>	<p>Grammar Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French.</p> <p>The negative sentence structure in French follows the rule of 'ne' plus the conjugated MODAL verb, 'peux', plus 'pas', and finally followed by the INFINITIVE verb.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • CH sound in chanter • OU sound in jouer d'un instrument • Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in

		English and are made through the nose not the mouth! Words like <u>d</u>anser and <u>ch</u>anter .
Teaching Ideas		
Games such as snap. Songs Worksheets Powerpoints		

Year 3/4 - French - Presenting Myself (I)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Know how count to 20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. <p>Bonjour Salut Comment tu t'appelles? / What is your name? Je m'appelle / My name is Ca va? / How are you? Bien, mal, comme ci, comme ca / good, bad, so so Quel age as-tu? How old are you? J'ai...ans I am ...years old Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Je suis – I am Français(e) Anglais(e) Irlandais(e) Gallois(e) Écossais(e) A plus tard – see you later Au revoir - goodbye</p>	<p>Same as Sticky Knowledge</p> <hr/> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> I can repeat all my personal details in French, and ask for the information back, without help. I can say numbers 1-20 clearly in French and I can now spell some of these numbers. I can tell you my nationality and explain the pronunciation changes if I am a girl or boy. <p>Level 2</p> <ul style="list-style-type: none"> I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count and also use the numbers out of sequence. I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy. <p>Level 3</p> <ul style="list-style-type: none"> I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher. I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help. I can repeat correctly how to say my nationality.

<ul style="list-style-type: none"> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally* and in writing To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live).</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).</p>	<p>How are you feeling? What is your name? How old are you? Where are you from? What is your nationality?</p>	<p>Grammar Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.</p> <p>Phonics Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> IN sound in cinq I sound in huit, dix, Patrick, habite & Paris Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it

		with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.
Teaching Ideas		
Games such as snap. Songs Worksheets Powerpoints		

Year 3/4 - French - Romans (I)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in French. Say and spell the days of the week in French. Name some/all of the most famous Roman inventions in French. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French. <p>Je suis un garçon riche/pauvre – I am a rich/poor boy Aussi – also Mais – but Finalement – finally Je vais a l'école Je mange de la viande He porte une tige Je travaille Je mange de la bouillie Je porte une tunique + negative</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <p><input type="checkbox"/> I can give one of the key facts and name one key person from the history of the Roman Empire, but I may need to be prompted or reminded first.</p> <p><input type="checkbox"/> I can remember how to say some of the days of the week in French but find the spellings very challenging. I work better with a word bank or a gap fill to help and remind me.</p> <p><input type="checkbox"/> I can name at least one famous Roman invention.</p> <p><input type="checkbox"/> I can repeat a sentence in French to describe my day as a Roman child if an adult shows me a model answer first. I can attempt to use the negative form if the adult also integrates this into their model answer but I find it challenging.</p> <p>Level 2</p> <p><input type="checkbox"/> I can tell you some of the key facts and name some of the key people from the history of the Roman Empire, but I may need to be prompted or reminded of first.</p> <p><input type="checkbox"/> I can say all the days of the week in French and also attempt some of their spellings. I can work faster and better with a word bank or a gap fill to help and remind me.</p> <p><input type="checkbox"/> I can name at least three famous Roman inventions.</p> <p><input type="checkbox"/> I can say one sentence from memory in French to describe my day as a Roman child. I can say more if I am given a model answer first and attempt to integrate the negative.</p> <p>Level 3</p>

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> □ I can tell you all the key facts and name all the key people from the history of the Roman Empire, without help in any shape or form. □ I can say all the days of the week in French and know their spellings from memory with high accuracy. □ I can name at least five famous Roman inventions. □ I can say a couple of sentences from memory in French to describe my life as a Roman child, also using the negative form correctly.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - How to use the negative in French</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units</p>	<p>What is your name? Where do you live? How old are you?</p>	<p>Grammar Changing sentences from the positive to their negative form using the structure ne...pas de/d'...</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> • É sound in Rémus, légende & Jésus • E sound in le & selon • È sound frère, père, mère & athlètes • EAU sound in jumeau • EUX sound in deux & dieux • Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande.

Teaching Ideas

Games such as snap.

Songs

Worksheets

Powerpoints

Cycle B

Year 3/4 - French - Seasons (E)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use the conjunction 'et' (and) in our spoken and written responses. <p>L'hiver Le printemps L'ete L'automne</p> <p>Quelle est ta saison preferee? Which is your favourite season? Ma saison preferee est... my favourite season is... Car...because Il neige Il fait froid Les fleurs poussent Les oiseaux chantent Il y a du soleil Il fait chaud Les arbres perdent leurs feuilles</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can attempt to name/spell all 4 seasons in French with the correct article/determiner but will need to look at the vocabulary sheet first. I can say/write a short phrase on at least one season in French but may need to look at the vocabulary sheet first to support me with the spellings. I can say/write which is my favourite season in French. I may need to look at the vocabulary sheet first to support me with the spellings. I may also need to hear and see a model answer first. <p>Level 2</p> <ul style="list-style-type: none"> I can attempt to name all 4 seasons in French from memory with the correct article/determiner with some support. I can say/write a short phrase on at least one season in French from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings. I can say/write which is my favourite season in French. I find it more challenging when asked to provide a justification using the conjunctions 'et' and 'car'.

<ul style="list-style-type: none"> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally* and in writing To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<p>Level 3</p> <ul style="list-style-type: none"> I can name/spell all 4 seasons in French from memory, with high accuracy and with the correct article/determiner. I can say/write a short phrase on each season from memory in French with high accuracy. I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions 'et' and 'car'.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - Starter unit</p> <p>Phonics - starter unit</p>	<p>What season is it?</p> <p>Which is your favourite season? Why?</p>	<p>Grammar</p> <p>Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For example, spring in French is 'le printemps'. Starting to notice also that there are more words in French for 'the' than in English!</p> <p>Phonics</p> <p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> ON sound in saison OU sound in poussent OI sound in oiseaux Silent letters. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to

		notice that this sound is made from the back of the mouth, not the front.
Teaching Ideas		
Games such as snap. Songs Worksheets Powerpoints		

Year 3/4 - French - Instruments (E)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in French. Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French. <p>Je joue... I play...</p> <p>Du: Piano Triangle Violon</p> <p>De la: Clarinette Trompette Batterie Flute a bec Harpe Guitar</p> <p>Des: cymbales</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first. I am beginning to understand that the instruments do not all have the same definite article/determiner in French. I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings. <p>Level 2</p> <ul style="list-style-type: none"> I can attempt to name/spell at least 5 different instruments in French with the correct definite article/determiner. I understand that the instruments do not all have the same definite article/determiner. I can say/write at least 5 short phrases on 5 different instruments in French but may need to look at the vocabulary sheet to support me with the spellings. <p>Level 3</p> <ul style="list-style-type: none"> I can name/spell all 10 instruments in French with the correct definite article/determiner.

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> • I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. • I can say/write 10 short phrases on the 10 different instruments in French from memory.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar -</p> <ul style="list-style-type: none"> • Vocabulary from the 'I Am Learning French' unit. • What a noun and article/determiner is in English. • What a verb is in English. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p>	<p>What instrument do you play?</p>	<p>Grammar Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 'jouer' (to play), 'je joue' (I play). Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles le, la and les ('I' is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • OU sound in joue • ON sound in violon • Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in

		English and is made through the nose not the mouth! Words like viol<u>o</u>n and instrum<u>e</u>nts .
Teaching Ideas		
Mime representations to describe and represent each instrument Games such as snap. Songs Worksheets Powerpoints		

Year 3/4 - French - Vegetables (E)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French. <p>Je voudrais... I would like Un kilo / un demi kilo</p> <p>D'épinards De champignons De haricots verts De pommes de terre De tomates De courgettes D'aubergines D'oignons De petits pois De carottes</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can repeat and recognise a few of the 10 vegetables in French with their correct article. I can attempt to possibly spell one of these words unaided from memory with relative accuracy. I can ask somebody in French for a particular vegetable if I hear the model being said by somebody else first. I can perform a very simple French role play about buying vegetables at a market stall, but I will need a model answer for me to copy accurately from. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat and recognise most of the 10 vegetables in French with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.

<ul style="list-style-type: none"> To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally* and in writing To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<p>Level 3</p> <ul style="list-style-type: none"> I can name and recognise all 10 vegetables presented in this unit in their plural form. I can attempt to spell more than 5 of these vegetables in French with relative accuracy. I can ask somebody in French for a particular vegetable, using "je voudrais" with no reminder first and know how to ask for one kilo or a half kilo. I can perform a very simple French role play about buying vegetables at a market stall.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar -</p> <p>What a noun and article/determiner is in English.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p>	<p>What would you like and how much? Which vegetables would you like? Anything else?</p>	<p>Grammar Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change. Both the noun and definite article/determiner in French change in plural form. This does not happen in English.</p> <p>Phonics Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> CH sound in champignon ON sound in oignon Liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines. H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liaison. The final 's' in les remains SILENT when used with haricots verts.

Teaching Ideas

Role play - supermarket

Games such as snap.

Songs

Worksheets

Powerpoints

Year 3/4 - French - Family (I)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age and relationship. Count up to 100 in French. Understand possessive adjectives better in French ('my' form only). <p>Mon: Pere, frere, oncle, grand-pere, beau-pere, demi-frere</p> <p>Ma: Mere, soeur, tante, grand-mere, belle-mere, demi-soeur</p> <p>Mes: Parents, freres, soeurs, oncles, tantes, grand-parents</p>	<p>Same as Sticky Knowledge</p> <hr/> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge. I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child. I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher. I can tell you with support, how old a family member is. <p>Level 2</p> <ul style="list-style-type: none"> I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> · I may need help with changing the verb from 'I am called' to 'he/she is called'. · I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'. <p>Ma famille Level 3</p> <ul style="list-style-type: none"> · I can remember all the language covered in the 'Presenting Myself' unit, without help. · I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names. · I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. · I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. · I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
Grammar - What a verb is in English and be already familiar with the French high	What is your name? Where do you live?	Grammar Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in French with a

<p>frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units</p> <ul style="list-style-type: none"> • Vocabulary from the 'Early Learning' units, in particular from 'Je me présente' (how to say your name, age, where you live and nationality and numbers 1-20). 	<p>How old are you? Do you have any siblings? Or are you an only child? What are your family members' names? How old are they?</p>	<p>focus only on 'my'. Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.</p> <p>Phonics Recommended phonics focus: I IN ILLE IQUE</p> <ul style="list-style-type: none"> • IN sound in cinq & cinquante • I sound in famille, Lisa, Jacqueline, petite & fille • ILLE sound in famille & fille • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.
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Teaching Ideas

Games such as snap.
Songs
Worksheets
Powerpoints

Year 3/4 - French - In the Classroom (I)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. <p>Dans ma trousse... in my pencil case Dans mon sac a dos... in my back pack J'ai/ je n'ai pas de... Un livre (mon) Un cahier (mon) Un crayon (mon) Un stylo (mon) Un taille-crayon (mon) Un baton de colle (mon) Une calculatrice (ma) Une regle (ma) Une gomme (ma) Des ciseaux (mes)</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct article/determiners but I will need a word bank with pictures to help me. I can attempt changing the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me. I can recall in spoken and possibly written form what I have and do not have in my pencil case, if I can work with a word bank with pictures to support me. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiners. I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.

<ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<ul style="list-style-type: none"> • I can recall in spoken and written form what I have and do not have in my pencil case. <p>Level 3</p> <ul style="list-style-type: none"> • I can repeat, recall and spell all 12 classroom objects in French with their correct indefinite article/determiners from memory with high accuracy. • I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. • I can recall in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar -</p> <ul style="list-style-type: none"> • Vocabulary from the 'Early learning' units. • That j'ai means I have and comes from the verb to have avoir in French. • What a noun and article/determiner is in English. • What a verb is in English. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 & 2.</p>	<p>What do you have in your pencil case? What do you have in your backpack?</p>	<p>Grammar Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de... ('I do not have') in French.</p> <p>Phonics Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> • I sound in livre, calculatrice & ciseaux. • Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. • Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux • Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which

		begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
Teaching Ideas		
<p>Games such as snap. Songs Worksheets Powerpoints</p>		

Year 3/4 - French - Habitats (I)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* To present ideas and information orally to a range of audiences* To read carefully and show understanding of words, phrases and simple writing To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar 	<ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. <p>L'Amazonie est un habitat dans la foret tropicale Le Groenland est un habitat dans l'Arctique L'Ocean Pacifique est un habitat dans l'océan Le parc national des South Downs est un habitat dans la prairie La Sahara est un habitat dans le desert Poussent – they grown</p> <p>Le singe araignee Le requin Le chameau L'ours blanc Le lapin</p> <p>Les algues Les grands arbres Les buissons Les cactus Les plantes résistantes</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can name one essential element in French that plants and animals need to survive in their habitat, but I will need to be prompted or reminded first and have access to a word/picture bank. I can name one type of habitat in French but only with a picture and word bank to help me. I can name one animal or plant in French specific to a type of habitat. <p>Level 2</p> <ul style="list-style-type: none"> I can name one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first. I can name in French a couple of different types of habitats and give examples, but I can work faster and better with a word bank or a gap fill to help and remind me. I can tell you in French which animals and which plants live and grow in one type of

<p>written material, including through using a dictionary</p> <ul style="list-style-type: none"> • To write phrases from memory, and adapt these to create new sentences, to express ideas clearly • To describe people, places, things and actions orally* and in writing • To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		<p>habitat. Level 3</p> <ul style="list-style-type: none"> • I can name all of the five essential elements that animals and plants need to survive in their habitats, without help. • I can name five types of habitats in French. • I can say in French which animals and which plants live and grow in each habitat.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar -</p> <ul style="list-style-type: none"> • Vocabulary from the Early Learning units. • Different strategies on how to decode unknown text <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 & 2.</p>	<p>What habitats are there? Which plants grow? Which animal lives there?</p>	<p>Grammar Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> • É sound in désert & océan • E sound in le • EAU sound in chameau & eau • Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, requin and singe. •

Teaching Ideas

Games such as snap.

Songs

Worksheets

Powerpoints