

Year 5/6 - 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 Francais(e) Anglais(e) Irlandais(e) Gallois(e) Ecosais(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 5/6 - 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 5/6 - French - At the Tea Room (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 wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play. <p>Je voudrais – I would like</p> <p>Un croque-monsieur Une pain au chocolat Un croissant Un sandwich au fromage/ jambon Une part de quiche Une part de gateau au chocolat Une tartelette Une brioche Une crepe Une salade Une omelette Un café / au lait Un the Un chocolat chaud Un coca-cola Un jus d’orange Une lemonade Une grenadine</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 some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me. I can attempt changing a singular noun to a plural noun in French 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 ask for one item I would like to eat and one I would like to drink in a salon de thé. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me. I can attempt changing a singular noun to a plural noun in French. I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options. <p>Level 3</p> <ul style="list-style-type: none"> I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner. I can change a singular noun to a plural noun in French.

<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>L'addition s'il vous plait – the bill please Merci. Au revoir – thank you, goodbye.</p>	<ul style="list-style-type: none"> I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - What a noun and article/determiner is in English.</p> <ul style="list-style-type: none"> What making a noun 'plural' means. How to say 'hello', 'goodbye', 'please' and 'thank you' in French. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.</p> <ul style="list-style-type: none"> Vocabulary from the Early Learning units and the Intermediate unit Je me présente. 	<p>What would you like to eat? Anything else? What would you like to drink?</p>	<p>Grammar Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.</p> <p>Phonics Recommended phonics focus: I IN IQUE ILLE</p> <ul style="list-style-type: none"> IN sound in cinquante. I sound in sandwich, limonade, grenadine & brioche. Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!
Teaching Ideas		

Role Play

Games such as snap.

Songs

Worksheets

Powerpoints

Year 5/6 - French - Healthy Lifestyles (P)

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"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. <p>Des fruits Du poisson Du fromage allege Des noisettes Des cereales Du pain complet Des legumes De la viande blanche Frites Bonbons Chocolat Pain blanc Biscuits Beurre Chips Viande rouge Pour ma sante je bois... De l'eau Du lait ecreme Pour ma sante je ne bois pas de... Boissons surees</p>	<p>Same as Siticky Knowledge</p> <hr/> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> I can name and recognise a maximum of 5 foods and drinks that are considered good for a healthy diet. I can name and remember more with the help of a word bank. I can also name a maximum of 5 foods and drinks that are considered bad for a healthy diet if eaten in excess. I can tell you what I do during the week in terms of exercise if I am shown an example first. I can give you a simple account of what I do to lead a healthy lifestyle if I am shown an example. I can now follow a very simple French recipe if an adult or partner reminds me and explains the key language first. <p>Level 2</p> <ul style="list-style-type: none"> I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me. I can also name at least another 5 foods and drinks that are considered bad for your health if eaten in excess. I can tell you at least one thing that I do during the week in terms of exercise. I can give you a general account of what I do to lead a healthy lifestyle if I can prepare first.

<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>Lait entire Je fais du judo Je fair du cyclisme Je me joue pas aux jeux electroniques Je fais de la natation Je fais des promenades Je ne regarde pas la television Je fais du tennis</p>	<ul style="list-style-type: none"> I can now follow a simple French recipe if I have a few minutes to analyse the text first. <p>Level 3</p> <ul style="list-style-type: none"> I can name and recognise 10 foods and drinks that are considered good for a healthy diet. I also name another 10 foods and drinks that are considered bad for a healthy diet if eaten in excess. I can tell you a few things that I do/do not do during the week in terms of exercise. I can give you a general account of what I do to lead a healthy lifestyle unaided from memory. I can now follow a simple French recipe and research new words on my own.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - What a noun and article/determiner is in English.</p> <ul style="list-style-type: none"> What making a noun 'plural' means. How to say 'hello', 'goodbye', 'please' and 'thank you' in French. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p> <ul style="list-style-type: none"> Vocabulary from the Early Learning units and the Intermediate unit Je me présente. 	<p>What do you eat to stay in shape? What do you not eat to stay in shape? What do you drink to stay in shape? What do you not think to stay in shape? What activities do you do to stay in shape?</p>	<p>Grammar First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative form to give instructions.</p> <p>Phonics Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> QU sound in électroniques EN sound in entier AN sound in manger, santé, viande & mélangez Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.
Teaching Ideas		

Games such as snap.

Songs

Worksheets

Powerpoints

Year 5/6 - French - The Weekend (P)

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"> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. <p>Je me leve Je vais au cinema Je joue au foot Je vais a la piscine Je ecoute de la musique Je prends mon petit-dejeuner Je lis des bandes dessinees Je joue a l'ordinateur Je regarde la tele Je me couche a... heures... a ... heures moins...</p> <p>genial super amusant fatigant nul barbant</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 ask what the time is in French and attempt to tell the time when I have a choice of possible answers in front of me. I have been introduced to a range of phrases in French to talk about the activities that I do at the weekend and can remember a couple of them by heart. I can highlight the verb in these sentences when an adult says the verb to me orally first. I can give you a short account of what I do at the weekend and at what time, integrating perhaps a connective into my work when I have a phrase bank in front of me. <p>Level 2</p> <ul style="list-style-type: none"> I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language. I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart. I can highlight the verb in these sentences if I have a choice of the verbs in front of me first. I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have time to prepare first. <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 ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to. • I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend. • I can highlight the verb in these sentences. • I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Time on the hour</p> <ul style="list-style-type: none"> • How to give our personal details from memory (name, age and where we live). <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p> <ul style="list-style-type: none"> • Vocabulary from the Early Learning units and the Intermediate unit Je me présente. 	<p>What do you do at the weekend? What time is it? At what time? What is your opinion of this?</p>	<p>Grammar Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p> <p>Phonics Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> • QU sound in quelle, informatique & musique • AN sound in bandes, amusant, intéressant & fatigant • EN sound in prends & finalement • Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. • Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which

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

Songs

Worksheets

Powerpoints

Year 5/6 - French - The Date (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"> • Recognise and recall the 12 months of the year in French. • Ask what the date is and say the date in French. • Ask somebody when their birthday is and say when their own birthday is in French. <p>Mon anniversaire...</p> <p>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</p> <p>premier deux trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze</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 the months in French from memory with accurate pronunciation and spell some of them correctly without help. ☐ I can ask the date in French and say the correct date in French. ☐ I can ask when somebody has their birthday in French and tell them when I have my birthday. <p>Level 2</p> <ul style="list-style-type: none"> ☐ I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap- fill exercise. ☐ I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from. ☐ I can ask somebody when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer. <p>Level 3</p> <ul style="list-style-type: none"> ☐ I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the year to their English equivalent.

<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. 	seize dix-sept dix-huit dix-neuf vingt vingt-et-un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente-et-un	<p>☐ I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer.</p> <p>☐ I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder.</p>
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Numbers 1-31 • Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>	<p>When is your birthday? What is the date? What day/date/month is it?</p>	<p>Grammar Ordinal & cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> É sound in février, décembre E sound in septembre & novembre Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front.

Teaching Ideas

Games such as snap.

Mime like representations to incite discussions of sports

Songs

Worksheets

Powerpoints

Year 5/6 - French - Do you have a pet? (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 the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences. <p>Qui s'appelle? Je n'ai pas de... Un chien Un lapin Un oiseau Un poisson rouge Un chat Une souris Une tortue Un hamster</p>	<p>Same as Sticky Knowledge</p> <p>I can statements:</p> <p>Level 1</p> <ul style="list-style-type: none"> I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them. I can match words to pictures but I am unable to spell the words from memory. I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge. I can attempt to improve my spoken and written French using the connectives <i>et</i> ("and") or <i>mais</i> ("but") if I hear an example first. <p>Level 2</p> <ul style="list-style-type: none"> I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

<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 the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written French using the connectives <i>et</i> ("and") or <i>mais</i> ("but"). <p>Level 3</p> <ul style="list-style-type: none"> I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. I can ask somebody if they have or do not have a particular pet and give this information back from memory. I can also tell you the name of my pet from memory using a full sentence in French. I can improve my spoken and written French by using the connectives <i>et</i> ("and") or <i>mais</i> ("but").
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • The difference between a definite and indefinite article/determiner.</p> <ul style="list-style-type: none"> That nouns in French have gender and this has an impact on the determiner. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>	<p>Do you have a pet? What type of pet do you have?</p> <p>What are they called?</p> <p>Which animals don't you have?</p>	<p>Grammar Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d'...</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> É sound in Cécile E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' & 't' are often silent at the end of French words.

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas <u>de</u> hamster'.• Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. |
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Teaching Ideas

Games such as snap.

Mime like representations to incite discussions of the different pets

Songs

Worksheets

Powerpoints

Year 5/6 - French - My Home (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"> Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi il n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together. <p>J'habite dans... Une maison Un apartment</p> <p>A la campagne Dans un village En ville Au bord de la mer A la montagne</p> <p>Chez moi il y a... / Mais chez moi il n'y a pas de Un salon Un bureau Un sous-sol Un jardin Un garage Une sale de bains Une chambre Une sale a manger Une buanderie Une cuisine</p>	<p>Same as Sticky Knowledge</p> <hr/> <p>I can statements:</p> <p>Level 1</p> <p><input type="checkbox"/> I can understand and remember some of the nouns in French for pets (possibly three or four) but find it hard to remember if they have an un or une in front of them.</p> <p><input type="checkbox"/> I can match words to pictures but I am unable to spell the words from memory.</p> <p><input type="checkbox"/> I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge.</p> <p><input type="checkbox"/> I can attempt to improve my spoken and written French using the connectives et ("and") or mais ("but") if I hear an example first.</p> <p>Level 2</p> <p><input type="checkbox"/> I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.</p> <p><input type="checkbox"/> I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</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 the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. ☐ I can attempt to improve my spoken and written French using the connectives <i>et</i> ("and") or <i>mais</i> ("but"). <p>Level 3</p> <ul style="list-style-type: none"> ☐ I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. ☐ I can ask somebody if they have or do not have a particular pet and give this information back from memory. ☐ I can also tell you the name of my pet from memory using a full sentence in French. ☐ I can improve my spoken and written French by using the connectives <i>et</i> ("and") or <i>mais</i> ("but").
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Vocabulary from the Early Learning units.</p> <ul style="list-style-type: none"> • Vocabulary from the 'Je me présente', 'Ma famille' and 'As-tu un animal ?' Intermediate units to be able to present ourselves, talk about our/a family and pets. <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>	<p>Where do you live? Can you give me some more detail? Can you describe your house? Which rooms cannot be found in your house?</p>	<p>Grammar Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> • E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not

pronounced in et. These two consonants are often silent when they are at the end of words.

- **Elision. J'habite.** Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Teaching Ideas

Games such as snap.

Songs

Worksheets

Powerpoints

Year 5/6 - French - What is the Weather? (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"> Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols. <p>Il pleut Il neige Il y a un orage Il fait beau Il fait mauvais Il y a du vent Il y a du soleil Il fait froid Il fait chaud</p> <p>Dans le nord, sud, centre/ l'est/ l'ouest de la France</p> <p>Bienvenue a la meteo – welcome to the weather forcast.</p>	<p>Same as Sticky Knowledge</p>
		<p>I can statements:</p>
		<p>Level 1</p> <ul style="list-style-type: none"> I can use picture cards to help me remember some of the weather vocabulary in French and I can attempt to spell some of them with help from an adult. I can match the French phrases to their matching pictures if an adult reads the phrases to me first. I can repeat these phrases back with good pronunciation. I am able to reply to the question asked but will need to hear the correct reply first. I can read a French weather map if the symbols are matched to the phrases but may need help reading the French phrases. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and I can attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me. I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first. I can read a French weather map but I need the language written down as I may have difficulty in recalling the language. <p>Level 3</p> <ul style="list-style-type: none"> I can repeat all the weather vocabulary presented to me in class from memory with accurate

<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>pronunciation and spell some of these phrases correctly without help.</p> <ul style="list-style-type: none"> I can ask what the weather is in French and reply to this question without hesitation. I can read a simple French weather map. I am able to work on my own.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Vocabulary from the Early Learning units.</p> <p>• Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>	<p>Which TV channel? At what time? What is the weather like? Where</p>	<p>Grammar Use of il y a & faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.</p> <p>Phonics Recommended phonics focus: É E È EAU EUX</p> <ul style="list-style-type: none"> E sound in le & de EAU sound in beau Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words. Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.

Teaching Ideas

Role play

Games such as snap.

Mime like representations to incite discussions of the weather

Songs

Worksheets

Powerpoints

Year 5/6 - French - At School (P)

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 the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Explore the irregular, high frequency verb 'aller' (to go) in full. <p>J'étudie... L'informatique L'histoire L'anglaise Le dessin Le français Le sport La géographie La musique Les maths Les sciences J'aime J'adore Je n'aime pas Je déteste</p> <p>Parce que – because C'est – it is Et – and</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 some of the vocabulary presented to me in class from memory for school subjects with the help of picture cards. I can attempt to complete a gap-fill activity for this vocabulary with the help of a word bank. I find identifying the correct article a challenging concept. I can say what subject I like at school. I can tell you what time I have a particular subject at school. <p>Level 2</p> <ul style="list-style-type: none"> I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article. I can say what subjects I like and dislike at school. I can tell you what time I have a particular subject at school. <p>Level 3</p> <ul style="list-style-type: none"> I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. I can say which subjects I like and dislike at school. I can say why I like/dislike certain school subjects. I can tell you what time I have subjects at school.

<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>Utile Interessant Amusant Facile Ennuyeux Difficile Inutile</p>	
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - • Vocabulary from the Early Learning units. • Vocabulary from 'Je me présente' unit (Intermediate), how to say your name, age, where you live and nationality.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>	<p>What subjects do you study? On what day? At what time? What is your opinion of it?</p>	<p>Grammar Nouns, gender, definite articles & high frequency regular verb étudier. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p> <p>Phonics Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> QU sound in informatique & musique Ç sound in français AN sound in anglais, français, amusant & intéressant EN sound in sciences Silent letters. The children will hear and see that the final 's' is not pronounced in aises the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows

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

Year 5/6 - French - Vikings (P)

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"> Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French. <p>Une fille, un homme, une femme, un garçon de la periode des Vikings</p> <p>Je suis... Grand(e) Petit(e)</p> <p>Je suis... Intelligent(e) Fort(e) Violent(e) Terrifiant(e)</p> <p>J'ai les cheveux... Length – longs, courts, mi-longs Type – raides, boucles, ondules Colour – noirs, gris, bruns, blonds, roux</p> <p>J'ai les yeux... Verts Bleus Marron</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 describe myself physically in terms of height, hair and eye colour remembering to use correct adjectival agreement if I have a gap fill, word bank and scaffold to work with to help. I can describe my daily routine as a typical Viking man or woman using a pre-written text that I have to reorder and match to pictures. I can also include a reflexive verb and the correct pronoun if I am given a model first, but I do find this more challenging and need support. I can start to decode more complex texts in French if it is broken down into smaller chunks first and with a word bank in front of me. <p>Level 2</p> <ul style="list-style-type: none"> I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support. I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank for support.

<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 describe my daily routine as a typical Viking man or woman using a word bank and can also attempt to write this with relative accuracy. I can also include a connective, a reflexive verb, and the correct pronoun if I am given a selection to choose from first. • I can start to decode more complex texts in French using a dictionary and with a word bank to help. <p>Les vikings Level 3</p> <ul style="list-style-type: none"> • I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation. • I can describe someone else in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation. • I can describe my daily routine as a typical Viking man and/or woman from memory and can also attempt to write this with high accuracy including a connective and an appropriate reflexive verb with the correct pronoun. • I can use the language that I have learnt in both this and previous units as a foundation to help me decipher and decode more complex texts and passages in French.
Prior Learning	Key Question(s) to respond to in French:	Future Learning
<p>Grammar - •Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).•How to give our personal details</p>	<p>Can you introduce yourself? Can you describe yourself in terms of height? Features? What about your character?</p>	<p>Grammar Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency</p>

<p>from memory (name, age and where we live). •Basic knowledge of possessive adjectives and adjectival agreement in French.</p> <p>Phonics - The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 and 3</p>		<p>verbs avoir and être . Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.</p> <p>Phonics Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> • Ç sound in garçon & français • EN sound in intelligent, violent & excellent • AN sound in grand & terrifiant. • Silent letters. The 'd' is not pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced. • Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction.
Teaching Ideas		
<p>Games such as snap. Songs Worksheets Powerpoints</p>		