

Year A Year 3/4	Unit of work	Composites	Components	Lesson objectives
<p> <b>bonjour</b>  <b>salut</b>  <b>au revoir</b>  <b>bonsoir</b>  <b>bonne nuit</b>  <b>ça va bien</b>  <b>ça va mal</b>  <b>c'est...</b>  <b>comment tu t'appelles ?</b>  <b>je m'appelle...</b>  <b>non</b>  <b>oui</b> </p>	<p><b>French Greetings (4 lessons)</b></p>	<p>           B3 Respond with appropriate phrases and gestures            B3/4 Recognise how some sounds (on, ou, et and oi ) are represented in written form            A3 Explain which new language links to actions or pictures in written and spoken form            A3/4 Identify and imitate correct pronunciation of sounds and appropriate intonation            A4 Identify patterns between phonemes and how they are represented in a range of different written words, including cognates which may or may not sound the same in English.            D4 Select and adapt sentences for responses with a partner         </p>	<p>           Phonemes: a / à / â; e; on/om; s/c/c before e or i; j/g before e or i; ou  <b>Which to use: Bonjour ! or Salut !</b>            In French, it is important to understand the difference between when to use formal greetings and when to use informal. Salut ! means hi! in English and is an informal way to greet someone, whereas bonjour is a more formal greeting and translates as hello or good day. It may be considered rude to greet a teacher with salut rather than bonjour but it is a matter of personal preference. Children having a go at any French at this point is a bonus!         </p> <p><b>French greeting custom</b>            In France, as well as saying bonjour or salut, the French often greet each other by kissing each other on each cheek. It can be two, three or four kisses depending on which part of France you are in. Girls and women exchange kisses while boys and men will shake hands. This is worth mentioning as a cultural reference but should not really be practised in the classroom.</p> <p><b>My name is, and what is yours?</b>            In French, the way to say 'my name is...' is 'je m'appelle ....', which literally translates as I (je) myself (m') call (appelle) .... or I call myself.</p> <p>There are two ways to ask someone what their name is:</p> <p>Comment tu t'appelles ? (literally, How (comment) you (tu) yourself (t') call?).</p> <p>Comment t'appelles-tu ? (the inverted question form).</p> <p>You can use either or both forms but using both forms may be hard for the children. This lesson plan uses the first form as it follows the same format as je m'appelle ... and so is likely to be easier for the children</p> <p><b>Punctuation spaces in French</b>            Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following:</p> <p>? – the question mark</p> <p>! – the exclamation mark</p> <p>In this lesson, you will not be expecting the children to write anything but you may want to introduce this concept at some stage as something interesting about French. This will depend, however, on how confident your children are with English punctuation.</p> <p><b>What do you call a teacher in French?</b>            In France, primary school teachers are traditionally called le maître (masculine) or la maîtresse (feminine) but at secondary school level, they are traditionally called le professeur and la professeure.</p>	<p>1.To greet someone and introduce yourself in French.</p>
			<p>           Phonemes: a / à / â; e; on/om; s/c/c before e or i; j/g before e or i  <b>Bon and bonne in greetings</b>            Notice that bon or bonne appears in each of the French greetings:            Bonjour – Good day.            Bonsoir – Good evening.            Bonne nuit – Good night.            Bon and bonne both mean 'good' in French. Bon is the masculine form of the adjective and bonne is the feminine form.         </p> <p><b>French teddies (see Attention grabber)</b>            The French word for Teddy is <b>Nounours</b>.</p> <p><b>French terms of endearment (see Wrapping up)</b>            These are some terms of endearment that are used in French:  <b>mon amour</b> – my love.</p>	<p>2. To use the correct French greeting for the time of day</p>

			<p><b>mon ange</b> – my angel. <b>mon bébé</b> -my baby. <b>mon cœur</b> – my heart. <b>ma puce</b> – my flea. <b>mon chou</b> – my cabbage but also a kind of cream-filled pastry.</p> <p>Notice two different words for ‘my’ – <b>mon</b> and <b>ma</b>. The children will come across possessive adjectives in lessons for later year groups. As with all adjectives in French, they have to agree in terms of gender with the noun that they describe. <b>Mon</b> is used for masculine nouns and <b>ma</b> is used with feminine nouns. If you are calling a girl ‘my angel’, you would still say ‘<b>mon ange</b>’. If you are calling a boy a little flea, you would still say ‘<b>ma puce</b>’.</p>		
			<p>Phonemes: a / à / â; e; on/om; s/ç/c before e or i; j/g before e or i</p> <p><b>How are you?</b> ‘How are you?’ in French is, <b>Comment ça va ?</b> It can be shortened to, <b>Ça va ?</b> The expression literally translates as How goes it with you? <b>Va</b> is one of the forms of <b>aller</b>, the verb to go.</p> <p><b>Cedillas – ç – and how they change the pronunciation of the letter ‘c’</b> When the letter ‘c’ is written with a little tail under it, the pronunciation of the letter changes from a hard c, as in ‘cat’ to a soft ‘s’ sound, as in ‘cease’ or ‘celery’.</p> <p>The tail mark is called a cedilla (<b>une cédille</b> in French).</p> <p>A cedilla is only necessary when a ‘c’ is followed by an ‘a’, ‘o’ or ‘u’. A ‘c’ is always soft (as in cease or celery) when it is followed by an ‘i’, an ‘e’ or a ‘y’.</p>	3. To ask and answer a question about feelings in French	
			<p>Phonemes: a / à / â; e; on/om; s/ç/c before e or i; j/g before e or i</p> <p><b>Pronunciation of Paris</b> The ‘s’ at the end of the word Paris is silent (so that ‘<b>Paris</b>’ rhymes with ‘<b>Marie</b>’).</p> <p><b>Cedillas – ç – and how they change the pronunciation of the letter C</b> When the letter C is written with a little tail under it, the pronunciation of the letter changes from a hard c, as in ‘cat’ to a soft ‘s’ sound, as in ‘cease’ or ‘celery’.</p> <p>The tail mark is called a cedilla (<b>une cédille</b> in French).</p>	4. To perform a finger rhyme in French.	
<b>Phonics</b>		<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u		To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.	Listening and responding to single words and short phrases.	Asking and/or answering simple questions.	To know that in French there are formal and informal greetings.
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau		To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions.	Beginning to notice common spelling patterns	Practising speaking with a partner	
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..		To know that je/j', and tu are subject pronouns.	Recognising some familiar French words in written form.	Using short phrases to give information	
To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound.				Recognise and repeat phrases from familiar rhymes and songs.	
To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.				Listening and repeating key phonemes with care.	
				Recognising how intonation and gesture are used to differentiate between statements and questions	
				Building confidence by repeating short phrases with increasing accuracy	
				Introducing self to a partner with simple phrases	
				Experimenting with simple writing, copying with accuracy.	
<b>grand petit rouge</b>	<b>French Adjectives (4 lessons)</b>	B3 Listen carefully to build correct sequences B3/4 Recognise cognates, finding shapes that they were asked for A3 Listen and respond to instructions		Phonemes: e/eu/œ/œu; l; ou; r  <b>Brown</b>	1. To recognise and name colour words.

<p>blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle</p>		<p>A4 Compare cognates with English A3/4 Quickly identify patterns in sounds, eg: 'eu' as in bleu and deux, 'oi' as in 'noir' and 'trois'. D4 Build longer sequences of colours, with increasingly accurate pronunciation.</p>	<p>There are two words for brown in French: <b>Brun</b>, used in this lesson as it is a near cognate and so closer to the English word, brown, and so perhaps easier for the children to understand and remember. <b>Brun</b> is used to describe hair and brown bears. <b>Marron</b>, is more typically used in French and is used in subsequent lessons as the children become more confident.</p> <p><b>L'arc-en-ciel – the rainbow</b> Rainbow in French is <b>l'arc-en-ciel</b>, which translates as 'the arch in the sky'.</p> <p><b>Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark In this lesson, you will not be expecting the children to write anything but you may want to introduce this concept at some stage as something interesting about French.</p> <p><b>Pronunciation of 'g' before a 'e', 'i' or 'y'</b> Where the letter 'g' is followed by the letter 'e', 'i' or 'y', the 'g' is pronounced as a 'soft g'. So in this lesson, the 'g' in <b>rouge</b> – red is soft.</p>	
			<p>Phonemes: e/eu/œ/øu; l; ou; r</p> <p><b>Pronunciation</b> The general rule is that the 't' of <b>c'est</b> – it is, is silent. However, the 't' is pronounced when <b>c'est</b> is followed by a word that begins with a vowel. <b>C'est beau</b> – it's beautiful – the 't' is silent <b>C'est un...</b> – it is a... – the 't' is pronounced</p> <p>This is an example of 'liaison', and it is used to help the flow of the words.</p> <p><b>Nouns and adjectives</b> The two basic rules of adjectival position that the children have to get to grips with in this unit.</p> <p>Adjectives of <b>colour</b> go after the noun that they describe – this is very different to English. <b>C'est un cercle bleu</b> – it's a blue circle – literally, it's a circle blue <b>C'est un triangle rouge</b> – it's a red triangle – literally, it's a triangle red</p> <p>Adjectives of <b>size</b> go in <b>front of the noun</b> that they describe (as they do in English): <b>C'est un grand cercle</b> – it's a big circle <b>C'est un petit cercle</b> – it's a little/small circle</p>	<p>2. To describe shapes by their colour.</p>
			<p>Phonemes: e/eu/œ/øu; l; ou; r</p> <p><b>Pronunciation</b> Same as lesson 2</p> <p><b>Nouns and adjectives</b> Same as lesson 2</p>	<p>3. To describe shapes by their size and colour.</p>

			<p>Phonemes: e/œ/ø/œu; l; ou; r</p> <p><b>Cognates and near cognates</b> A cognate is a word that is the same in both French and English. For example, <b>un triangle</b> and a triangle. We may pronounce <b>un triangle</b> in French slightly differently ('with a French accent') but the word is very recognisably the same as the word in English.</p> <p>A near cognate is a word that is very similar but not identical in French and English. For example, <b>un cercle</b> and a circle.</p> <p><b>Pronunciation</b> Same as lesson 2</p> <p><b>Nouns and adjectives</b> Same as lesson 2</p> <p><b>Henri Matisse</b> Henri Matisse was a modern French artist who was one of the pioneers of the style of art known as 'collage' (a word that comes from the French word <b>coller</b> – to stick).</p>	4. To understand and recognise what are cognates and near cognates.	
<b>Phonics</b>		<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u</b>		To understand that every French noun is either masculine or feminine.	Listening and responding to single words and short phrases.	Asking and/or answering simple questions.	To name some famous paintings by French artists.
To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b>		To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b> .	Recognising some familiar French words in written form.	Practising speaking with a partner.	Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.
To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in <b>salut, comment, petit</b> and <b>vert</b> . The 'e' at the end of <b>m'appelle</b> and the 's' at the end of <b>t'appelles</b> and <b>pas</b> are silent, as is the 'd' in <b>grand</b>		To know that most adjectives are placed after the noun in French.	Beginning to understand and notice cognates and near cognates.	Listening and repeating key phonemes with care.	
To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é, à.</b>		To know that adjectives of size such as <b>petit</b> and <b>grand</b> are placed before the noun.	Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Recognising that sounds and spelling patterns can be different from English.	
		To know that <b>c'est</b> means 'it is' and is used to describe what something is.		Recognising how intonation and gesture are used to differentiate between statements and questions.	
		To know that the word order is sometimes different in French compared to English.		Building confidence by repeating short phrases with increasing accuracy.	
		To know that some words are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi</b>		Recognising and using adjectives of colour and size.	
		To know that accents in French can change the sound of a letter.		Using short phrases to give information.	
Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale	Numbers and age (5 lessons)	B3 Join in with song and actions B3/4 Recall numbers one to twelve with increasingly accurate pronunciation. A3 Relate heard sounds to the written phoneme. A3/4 Use given sentences and context to work out meaning. A4 Identify common phoneme patterns in newly encountered language. D4 Seek opportunities to use a wide range of spoken language		Phonemes: c-k-q-qu; oi; un; x  <b>Maths – fait, font, égale, égalent</b> <b>égale</b> – equals – which is quite formal. <b>font</b> – makes – which is less formal. <b>ça fait</b> – that makes – which is informal and may be contracted to <b>fait</b> .  <b>Font</b> and <b>fait</b> both come from the verb, <b>faire</b> , to make or to do. <b>Font</b> is the third person plural: <b>ils font</b> – they make. In the context of a maths sum, we say this number and this number, they make.  There is some debate whether <b>égale</b> should also be in the third person plural: <b>égaient</b> . It is most common to use <b>égale</b> but <b>égaient</b> is not wrong.  In this lesson, we use <b>fait</b> and <b>égale</b> .  <b>Cognates and near cognates</b> In this lesson, the cognate 'six' is the key for the children to unlock the logic puzzle and work out the meaning of each of the number words introduced.	1. To count from one to six in French.

				<p>Phonemes: c-k-q-qu; oi; un; x</p> <p><b>The meaning of the word neuf</b> <b>Neuf</b> can mean the number nine and also 'new'. In this lesson it is used in both contexts: as the number nine and, in the song, as meaning new – <b>mon panier neuf</b> – my new basket.</p>	2.To count beyond six in French.
				<p>Phonemes: c-k-q-qu; oi; un; x</p> <p><b>How old are you?</b> The French way to ask someone how old they are is to say: <b>Tu as quel âge ?</b> – translated literally, this means, You have which age? There is an alternative form that you could use: <b>Quel âge as-tu ?</b> – translated literally, this means Which age have you?</p> <p>In French, you say that you have [x] years: <b>J'ai cinq ans</b> – I am five years old. <b>Je</b> (I) contracts when followed by a vowel to become <b>J'</b>. The word <b>ai</b>, is the first person singular form of <b>avoir</b> – to have. <b>J'ai cinq ans</b>. It literally means I have five years, but the correct translation is I am five years old.</p> <p>Note that <b>ans</b> – years is the plural of <b>an</b> – year. If you were saying someone was one year old, it would be: <b>il [or elle] a un an</b>.</p> <p><b>Pronunciation – liaison</b> The word <b>ans</b> – years begins with a vowel so to help with the flowing sound of the French language the consonant immediately before the vowel is sounded (as it would otherwise be silent). This happens with <b>deux</b> – two and <b>trois</b> – three. The x and the s make a 'z' sound.</p> <p><b>Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark In this lesson, you will not be expecting the children to write anything but you may want to introduce this concept at some stage as something interesting about French.</p> <p><b>Cognates and near cognates</b> In this lesson, the cognate 'six' is the key for the children to unlock the logic puzzle and work out the meaning of each of the number words introduced.</p>	3.To use number words to give more information about ourselves.
				<p>Phonemes: c-k-q-qu; oi; un; x</p> <p><b>Cognates and near cognates</b> The words in the presentation are cognates and so the children should have no difficulty understanding. The written noun is not used to avoid any issues at this stage with the singular and plural forms of the noun.</p> <p>3. <b>Combien</b> – How much / how many? When <b>combien</b> refers to how many it must be followed by <b>de</b> – 'of' before a plural noun when objects are in the question: e.g <b>il y a combien de crayons ?</b> How many pencils are there?</p>	4.To recognise the numbers one to twelve, written in French.
				<p>Phonemes: c-k-q-qu; oi; un; x</p> <p>Consolidation lesson. All knowledge from this unit is revised.</p>	5.To use the number words one to twelve when playing playground games.
<b>Phonics</b>	<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>	
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.	To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.	Listening and responding to single words and short phrases.	Asking and/or answering simple questions.	Discussing similarities and differences between customs and traditions in France and the UK.	
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.	To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.	Listening and noticing rhyming words when joining in with songs.	Using short phrases to give information.	To know some playground games played in France.	
To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of		Beginning to notice common spelling patterns.	Recognising and repeating phrases from familiar rhymes and songs.		

m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.				
		Reading aloud some words from simple songs, stories and rhymes.	Listening and repeating key phonemes with care.	
		Recognising some familiar French words in written form.	Recognising that sounds and spelling patterns can be different from English.	
		Beginning to understand and notice cognates and near cognates.	Recognising how intonation and gesture are used to differentiate between statements and questions.	
		Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Building confidence by repeating short phrases with increasing accuracy.	
			Experimenting with simple writing, copying with accuracy.	
<p>écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! un crayon un taille-crayon un stylo un cahier un sac une règle une gomme une trousse des ciseaux dans mon sac j'ai... je n'ai pas de... mais Tu as... ?</p>	<p><b>In a French classroom</b> (5 lessons)</p>	<p>B3 Show understanding with a physical response. B3/4 Identify masculine and feminine nouns in written form. A3 Use modelled language to create questions or sentences using appropriate articles. A3/4 Build your own sentences using labels as a model. A4 Self-correct points of grammar, eg: articles, placement of adjectives. D4 Present extra information independently.</p>	<p>Phonemes: é/et/-er/-ez; è/e/ei/ai; o; u</p> <p><b>L'impératif</b> – the imperative The imperative is used to give orders or instructions. In this lesson, the following commands are used: <b>écrivez !</b> – write! <b>écoutez !</b> – listen! <b>lisez !</b> – read! <b>ouvrez !</b> – open! <b>fermez !</b> – close! <b>regardez !</b> – look! <b>parlez !</b> – speak! <b>asseyez-vous !</b> – sit down! <b>levez-vous !</b> – stand up!</p> <p><b>Silence !</b> is not a verb – simply a command to be quiet.</p> <p><b>Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark The exclamation mark is commonly used to indicate the imperative mood and so this might be a good time to introduce the children to this point for interest.</p>	1. To understand and respond to simple classroom instructions.
			<p>Phonemes: é/et/-er/-ez; è/e/ei/ai; o; u</p> <p><b>The French indefinite article – un and une</b> The children will already have come across un as meaning 'one'. Un also means 'a' or 'an' in French and is the indefinite article (as opposed to the definite article, 'the', which in French is le, la l' or les).</p> <p>In French, each noun is allocated a gender. It will either be 'masculine' or 'feminine'. Un means 'a' or 'an' and goes with masculine nouns. Une means 'a' or 'an' and goes with feminine nouns.</p> <p>The gender of a noun is important. Not only does it affect which form of the indefinite or definite article is used with the noun, but gender also affects any adjectives that are used to describe the noun. It is necessary in French for adjectives to 'agree' with the noun both for gender and whether the noun is singular or plural.</p>	2. To name school bag objects and recognise if they are masculine or feminine.
			<p>Phonemes: é/et/-er/-ez; è/e/ei/ai; o; u</p> <p><b>I have, I don't have</b> In French, j'ai – I have, is followed by either the indefinite article, a or an (<b>un</b> or <b>une</b>) or the definite article, the (<b>le</b>, <b>la</b>, <b>l'</b> or <b>les</b>).</p> <p>However, when the statement, I have, is turned into a negative, <b>je n'ai pas</b> – I don't have, the indefinite article <b>un/une</b> is replaced with <b>de</b> which does not change depending on the gender of the following noun.</p> <p>So we say: <b>J'ai un stylo</b> – I have a pen <b>Je n'ai pas de stylo</b> – I don't have a pen <b>J'ai une gomme</b> – I have a rubber <b>Je n'ai pas de gomme</b> – I don't have a rubber</p>	3. To ask and answer a question about something you have or do not have.

			<p><b>Connectives</b> This lesson introduces two connectives: <b>mais</b> – but <b>et</b> – and</p> <p>Phonemes: é/et/-er/-ez; è/e/ei/ai; o; u</p> <p><b>Making nouns plural</b> The children are being introduced to plural nouns in this lesson. In French, most nouns take an 's' at the end when they are in the plural form, which is the same as in English:</p> <p><b>un cahier</b> – one exercise book <b>deux cahiers</b> – two exercise books <b>une gomme</b> – one rubber <b>deux gommes</b> – two rubbers</p> <p>Phonemes: é/et/-er/-ez; è/e/ei/ai; o; u</p> <p>Consolidation lesson. All knowledge from this unit and previous unit could be used.</p>	<p>4.To read and understand short sentences.</p> <p>5.To prepare and present a short spoken text.</p>	
<b>Phonics</b>		<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).		To understand that every French noun is either masculine or feminine.	Listening and responding to single words and short phrases.	Asking and/or answering simple questions.	Discussing similarities and differences between customs and traditions in France and the UK.
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.		To know that the gender affects the form of the indefinite article un or une.	Beginning to notice common spelling patterns.	Recognising and repeating phrases from familiar rhymes and songs.	
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.		To know that feminine nouns often (but not always) end in 'e'.	Recognising some familiar French words in written form.	Listening and repeating key phonemes with care.	
		To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.	Beginning to understand and notice cognates and near cognates.	Recognising that sounds and spelling patterns can be different from English.	
		To know that most adjectives are placed after the noun in French.	Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Recognising how intonation and gesture are used to differentiate between statements and questions.	
		To know that adjectives of size such as petit and grand are placed before the noun.		Discussing strategies for remembering and applying pronunciation rules.	
		To know that je/j', and tu are subject pronouns.		Building confidence by repeating short phrases with increasing accuracy.	
		To know that placing ne...pas around the verb makes it negative: ne + verb + pas.		Recalling and writing simple words from memory.	
		To know that the word order is sometimes different in French compared to English.		Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.	
		To know that we can use conjunctions such as et (and) and puis (then) to join clauses.		Using short phrases to give information.	
		To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.		Practising speaking with a partner.	
		To know that accents in French can change the sound of a letter.		Forming simple statements with information including the negative.	
Les animaux un lapin un oiseau un serpent un ver une grenouille un éléphant un loup un poisson un singe une baleine une tortue	<b>The circle of life (2 lessons)</b>	B3 Create a range of sentences from the model, selecting appropriate vocabulary. B3/4 Find new vocabulary from the dictionary and apply the appropriate indefinite article ('un'/'une'). A3 Adapt from a model to produce a set of accurate sentences. A3/4 Decode new sentences using scientific understanding/context and sentence structure. A4 Present information with confidence to the class with a degree of accuracy in pronunciation. D4 Research and compile original vocabulary and to think of other solutions if you cannot find what you want	Phonemes: ch; gn; ien; il/ly; z/s  <b>Noun gender and the indefinite article</b> Each French noun is assigned a gender – masculine or feminine. The gender of a noun is important. Amongst other things, the gender of a noun determines which form to use of the indefinite article (a ...) – <b>un</b> or <b>une</b> , and the definite article (the ...) – <b>le</b> or <b>la</b> . There is no rule to identify the gender of a noun, although there are some indicators, such as feminine nouns tend to end with an 'e'.  The only sure way of knowing the gender is to look the noun up in the dictionary, where French nouns are followed by the gender indicator: masc. or m. for masculine nouns. fem. or f. for feminine nouns.  <b>Homophones and bilingual dictionaries</b> This lesson mentions homophones in the context of teaching the children how to use a bilingual dictionary. A homophone is each of two or more words that have the same pronunciation but different meanings and/or spelling. Good examples in English are hour and our and knew and new.	1. To research a new noun in French and determine its gender.	

			<p>When teaching the children to use a bilingual dictionary, it is good practice to get the children to check the class of word that they are looking at (noun, verb etc.). If this is not done, there is a risk that homophones will cause confusion.</p>	
			<p>Phonemes: ch; gn; ien; il/ly; z/s</p> <p><b>Definite article – the and pronunciation of l'</b></p> <p>The definite article, 'the' is used in front of a noun to define it as something specific and distinct. For example, 'the boy' as opposed to 'a boy'. The form of the definite article in French is determined by the gender of the noun it defines and whether that noun is singular or plural: <b>le</b> for masculine singular nouns. <b>la</b> for feminine singular nouns. <b>l'</b> for any singular noun starting with a vowel or (in most cases, but not all) the letter 'h'. <b>les</b> for plural nouns, whether masculine or feminine.</p> <p>The contraction of <b>le</b> or <b>la</b> to <b>l'</b> before a vowel or an 'h' is an example of liaison and affects pronunciation to aid the flowing sound of French. So rather than saying <b>le oiseau</b>, which would necessarily require there to be a stop between <b>le</b> and <b>oiseau</b>, we say <b>l'oiseau</b>. The letter 'h' in French is nearly always a silent letter and so the vowel following the 'h' dictates the need for a liaison in pronunciation.</p> <p><b>2. Negatives</b> The most common way to make a negative sentence in French, is to put <b>ne</b> and <b>pas</b> on either side of the verb. <b>ne</b> + verb + <b>pas</b>... <b>Ne</b> will contract to <b>n'</b> if it is followed by a vowel or (usually) 'h'. As explained in point 1 above, the contraction and liaison in pronunciation aids the flowing sound of French and 'h' is silent in the word <b>habite</b>. The contraction of <b>ne</b> before a vowel or an 'h' is an example of liaison and affects pronunciation to aid the flowing sound of French. So rather than saying <b>le lapin ne habite pas dans le mer</b> we say: <b>Le lapin n'habite pas dans le mer</b> – the rabbit doesn't live in the sea</p> <p><b>3. Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark</p> <p>In this lesson, you will not be expecting the children to write anything but you may want to introduce this concept at some stage as something interesting about French</p>	<p>2. To build sentences to describe where something lives or does not live.</p>
Phonics	Grammar	Language comprehension (Listening and reading)	Language production (Speaking and writing)	Cultural awareness
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).	To understand that every French noun is either masculine or feminine.	Recognising some familiar French words in written form.	Asking and/or answering simple questions.	
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.	To know that the gender affects the form of the indefinite article un or une.	Beginning to understand and notice cognates and near cognates.	Building confidence by repeating short phrases with increasing accuracy.	
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.	To know that feminine nouns often (but not always) end in 'e'.	Becoming familiar with format, layout and simple use of a bilingual dictionary.	Using short phrases to give information.	
	To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.		Listening and repeating key phonemes with care.	
	To know that placing ne...pas around the verb makes it negative: ne + verb + pas.		Recognising that sounds and spelling patterns can be different from English.	
	To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.		Recognising how intonation and gesture are used to differentiate between statements and questions.	
	To know that accents in French can change the sound of a letter.			



Year A Year 5/6	Unit of work	Composites	Components	Lesson objectives
le corps la tête la bouche le nez les yeux les pieds les bras les jambes les dents la queue court (s) courte (s) long (s) longue (s)	<b>French monster pets</b>	B5 Recognise cognates and near cognates in the text. B5/6 Produce a short, structured paragraph using a range of familiar structures. A5 Adapt the original sentences, using the correct articles/pronouns (un/une and il/elle) according to gender. A5/6 Organise jumbled sentences without errors in word order. A6 Manipulate sentences, including correctly replacing adjectives/nouns with appropriate agreement. D6 Use the context to gist and verbally translate whole phrases/sentences in English, with generally accurate understanding.	Phonemes: a / à / â; e; r; c / k / q / qu  In this lesson, the children study a fact file about a Komodo dragon, written in French.  This text is challenging and it is not expected to be fully understood. The purpose of the exercise is not to translate the text word for word but to use language detective skills to work out what kind of text it is (factual) and what it is about.  Children should not worry about all the unknown words, but instead focus on:  Visual clues. Context. Existing subject knowledge. Inference skills.	1. To investigate a text for clues to understand new words.
			This lesson make take longer than one hour. Phonemes: a / à / â; e; r; c / k / q / qu  <b>Arms</b> The French word for arms is <b>les bras</b> . The 's' at the end does not denote that the noun is plural. The singular form of the noun, the arm, is <b>le bras</b> .  <b>Adjectives</b> Adjectives must agree with the noun that they describe both in terms of whether the noun is masculine or feminine and whether the noun is singular or plural. Some adjectives are 'invariable' and do not change. One example is the adjective, <b>orange</b> – orange, which does not change for gender or number. Adjectives of size go before the noun (as they do in English) but adjectives of colour go after the noun.	2. To identify nouns by their gender, number and meaning.
			This lesson make take longer than one hour. Phonemes: a / à / â; e; r; c / k / q / qu  <b>Gender</b> Nouns in French are masculine or feminine. The gender determines the form of the direct article 'the' (le or la) or the indirect article 'a' (un or une). Adjectives must agree with the noun in terms of gender and number (whether singular or plural). Feminine nouns tend to end in an 'e', although there are exceptions.  A dictionary will state the gender of nouns. <b>Sentence structure</b>  In this lesson, the sentences are translated in a specific structure which mimics the form that the children will use. E.g. 'It has the head of an elephant,' rather than, 'It has an elephant's head'.  <b>Cognates and near cognates</b> A cognate is a word that is the same in different languages. A near cognate is a word that is very similar but not identical. Being able to spot and use cognates and near cognates is a useful tool for language detectives. In this lesson, you might find some children try to pronounce the word and near cognate, le corps – the body, in the same way as 'corpse'.  However, in French the 'ps' is silent.  <b>Punctuation spaces in French</b>  In French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark  ! – the exclamation mark	3. To apply knowledge of French nouns and gender agreement to a short piece of writing
			Phonemes: a / à / â; e; r; c / k / q / qu  <b>Adjectival position</b> Adjectives of size go in front of the noun. Adjectives of colour go after the noun. Most other adjectives usually go after the noun. E.g. in this lesson, the adjective <b>rond</b> – round, goes after the noun.  <b>Adjectival agreement</b> Adjectives must agree with the noun in terms of gender and number (whether singular or plural).	4. To develop understanding of adjectival rules in French.

			<p>The general rules are:  Add an 'e' to the masculine singular form to make it feminine. E.g. <b>bleu/bleue</b> – blue.  Add an 's' to the masculine singular form to make it plural. E.g. <b>bleu/bleus</b> – blue.  Add an 'es' to the masculine singular form to make it feminine plural. E.g. <b>bleu/bleues</b> – blue.</p> <p>If the adjective in the masculine singular form already ends in an 'e' (e.g. <b>rouge</b> – red), there is no change for the feminine form.</p> <p>If the adjective in the masculine singular form already ends in an 's' (e.g. <b>gris</b> – grey), there is no change for the masculine plural form, but add 'es' in the feminine plural form.</p> <p>There are exceptions. E.g. <b>marron</b> – brown and <b>orange</b> – orange, are both 'invariable' and do not change.</p> <p><b>How adjectival agreement may affect pronunciation</b>  The pronunciation of the adjective in the masculine and feminine forms does not change unless the last letter of the adjective is a 't', 'd' or 's'.</p>		
			Phonemes: a / à / â; e; r; c / k / q / qu		5. To apply knowledge of vocabulary and grammar to a piece of writing.
			Consolidation lesson. Uses the knowledge learnt so far.		
	<b>Phonics</b>	<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent, (è) and cedilla (ç).	To know that adjectives must agree with the gender and number of the noun being described.	Beginning to predict spelling patterns.	Rehearsing and recycling extended sentences orally.	
	To know that a change in voice intonation can indicate when a question is being asked.	To know that compound sentences join two simple sentences together using connectives such as et and mais.	Reading and responding to a range of authentic texts.	Speaking in full sentences using known vocabulary.	
		To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers.	Identifying key information in simple writing.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules.	
		To understand that words in French and English will not always have a direct equivalent in the other language.	Using a range of language detective strategies to decode new vocabulary including context and text type.	Using intonation and gesture to differentiate between statements and questions.	
			Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.	Formulating their own strategies to remember and apply pronunciation rules.	
			Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Speaking and reading aloud with increasing confidence and fluency.	
				Adapting model sentences to express different ideas.	
				Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	
				Using adapted phrases to describe an object, person or place.	
				Using adjectives with correct placement and agreement.	
<b>trente</b> <b>quarante</b> <b>cinquante</b> <b>soixante</b> <b>soixante-dix</b> <b>quatre-vingts</b> <b>quatre-vingt-dix</b> <b>cent</b> <b>ça fait ...</b> <b>c'est combien ?</b>	<b>Shopping</b>	B5 Recognise number words in written form and correctly build and pronounce two digit numbers generated randomly. B5/6 List a range of known and easily recognisable vocabulary in the text. A5 Build larger numbers more independently. A5/6 Identify differences in articles du/de la/des and start to examine possible meanings. A6 Organise and sort cards by gender and apply the appropriate article. D6 Recommend a range of adventurous vocabulary choices and apply your grammatical knowledge to select the right article.	Phonemes: s-ç-c before e or i; x; ien; z/s <b>Numbers 1-20</b> In Years 3 and 4, the children encountered the numbers 1-20 and so will be familiar with the basics. In English we have the 'teens': thirteen, fourteen, fifteen, sixteen, seventeen, eighteen and nineteen. The 'teen' is a corruption of ten, so it is fairly clear that, in English, we are saying three and ten, four and ten etc. In French, the same happens but only for: seventeen – <b>dix-sept</b> eighteen – <b>dix-huit</b> nineteen – <b>dix-neuf</b>  <b>Numbers 21-100</b> The pattern established with the numbers 1-20 is repeated with small exceptions up to 69. 20-29: <b>vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf</b> 30-39: <b>trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf</b> 40-49: <b>quarante, quarante-et-un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf</b> 50-59: <b>cinquante, cinquante-et-un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf</b> 60-69 <b>soixante, soixante-et-un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf</b>		1. To build numbers and prices confidently in French.

		<p>Notice that it is <b>vingt-et-un</b>, not <b>vingt-un</b> etc.</p> <p><b>Numbers 70-100</b>  The numbers from 70 to 100 introduce a few quirks:  70 is <b>soixante-dix</b>, literally sixty-ten. This builds then in a similar way to the teens:  70: <b>soixante-dix</b> (sixty-ten)  71: <b>soixante-et-onze</b> (sixty-eleven)  72: <b>soixante-douze</b> (sixty-twelve)  73: <b>soixante-treize</b> (sixty-thirteen)  74: <b>soixante-quatorze</b> (sixty-fourteen)  75: <b>soixante-quinze</b> (sixty-fifteen)  76: <b>soixante-seize</b> (sixty-sixteen)  77: <b>soixante-dix-sept</b> (sixty-seventeen)  78: <b>soixante-dix-huit</b> (sixty-eighteen)  79: <b>soixante-dix-neuf</b> (sixty-nineteen)</p> <p>80: <b>quatre-vingts</b> (four twenties) – note the 's' on the end of <b>vingts</b>  81: <b>quatre-vingt-un</b> (four twenties one) – note that there is no 's' on the end of <b>vingt</b> and note that it is not <b>quatre-vingt-et-un</b>  82: <b>quatre-vingt-deux</b> (four twenties two)  83: <b>quatre-vingt-trois</b> (four twenties three)  84: <b>quatre-vingt-quatre</b> (four twenties four)  85: <b>quatre-vingt-cinq</b> (four twenties five)  86: <b>quatre-vingt-six</b> (four twenties six)  87: <b>quatre-vingt-sept</b> (four twenties seven)  88: <b>quatre-vingt-huit</b> (four twenties eight)  89: <b>quatre-vingt-neuf</b> (four twenties nine)  90: <b>quatre-vingt-dix</b> (four twenties ten) – note there is no 's' on the end of <b>vingt</b>  91: <b>quatre-vingt-onze</b> (four twenties eleven)  92: <b>quatre-vingt-douze</b> (four twenties twelve)  93: <b>quatre-vingt-treize</b> (four twenties thirteen)  94: <b>quatre-vingt-quatorze</b> (four twenties fourteen)  95: <b>quatre-vingt-quinze</b> (four twenties fifteen)  96: <b>quatre-vingt-seize</b> (four twenties sixteen)  97: <b>quatre-vingt-dix-sept</b> (four twenties seventeen)  98: <b>quatre-vingt-dix-huit</b> (four twenties eighteen)  99: <b>quatre-vingt-dix-neuf</b> (four twenties nineteen)</p> <p><b>Euros and prices</b>  In French, the price of something is expressed in euro €. The euro symbol either goes before the price or after. Note that whereas in English we use a decimal point to indicate fractions of a pound, in French a comma is used to indicate fractions of a euro:  6,40 means six euros and forty centimes, and can be written in any of the following ways:  €6,40  euro 6,40  6,40 €  6,40 euro</p>	
		<p>Phonemes: s-ç-c before e or i; x; ien; z/s</p> <p><b>Noun gender clues</b>  As the children have already learned, all French nouns are either masculine or feminine. If a noun ends with an 'e', this is a good clue that it is likely to be feminine, but the clue is indicative only, not a reliable rule.</p> <p><b>Gender and the indefinite article</b>  The indefinite article (a or an in English) is <b>un</b> or <b>une</b> in French:  <b>un</b> is used for masculine singular nouns  <b>un abricot</b> – an apricot</p> <p><b>une</b> is used for feminine singular noun  <b>une fraise</b> – a strawberry</p> <p><b>Some and the indefinite article des</b>  Where the noun is plural, clearly neither <b>un</b> nor <b>une</b> the easiest explanation is that <b>des</b> translates as 'some'.  <b>Je mange des cerises</b> – I am eating some cherries</p>	2. To name different foods in French and notice patterns in sounds.
		<p>Phonemes: s-ç-c before e or i; x; ien; z/s</p> <p><b>Manger – to eat</b></p>	3. To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.



		that these may have different meanings: les chips – crisps, les baskets – trainers.			
		To understand that words in French and English will not always have a direct equivalent in the other language.	Reading and responding to a range of authentic texts.	Rehearsing and recycling extended sentences orally.	
			Identifying key information in simple writing.	Speaking in full sentences using known vocabulary.	
			Using a range of language detective strategies to decode new vocabulary including context and text type.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules.	
			Using further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary.	Using intonation and gesture to differentiate between statements and questions.	
				Formulating their own strategies to remember and apply pronunciation rules.	
				Speaking and reading aloud with increasing confidence and fluency.	
				Creating and presenting a dialogue or role-play.	
chanter	Verbs in a French week	B5 Recall different parts of verbs 'avoir' and 'être' B5/6 Create an opinion phrase using one of the new verbs. A5 Read new verbs aloud with confidence and mostly accurate pronunciation. A5/6 Visually and orally present a verb in at least three different forms, with the appropriate pronoun. A6 Quickly identify a pattern in verb endings and discovering new vocabulary using the dictionary. D6 Recommend, justify and prove your language learning skills in developing a successful vocabulary teaching activity.	Phonemes: j/g before e or i; i; an/am/en/em; in/im/ain/aim <b>Verbs and the infinitive</b> The infinitive is the basic form of a verb, which in English is usually expressed as, 'to [do something]'; for example, 'to run', 'to walk', 'to speak' and 'to hide'. The infinitive is the form of the verb that appears in the dictionary, but we do use the infinitive form in English in sentences like: I am going <u>to eat</u> my breakfast I love <u>to walk</u> on the beach I want <u>to finish</u> my homework  The children need to understand that the basic form of a verb is called the infinitive as this will be an essential learning block in future for conjugation of verbs, formation of tenses and other more complex grammatical constructions, some of which pupils will encounter in KS2.  <b>Verb conjugation</b> Verb conjugation means the way in which the infinitive form of the verb changes to match:  The tense (e.g. present, future). The subject or person performing the action: first person singular (I); second person singular (you); third person singular (he, she, it); first person plural (we); second person plural (you); third person plural (they). Note:  Tu/vous: In French, the second person singular (tu) is only used when referring to one person who is either a child or a friend. If the person is someone in authority, older than you or is not known to you, the second person plural form is used (vous) even if you are referring to just one person. However "tu" is also used when addressing family members (even those older than you) and pets.  They – ils/elles: In French, ils is used for 'they' where the subject is plural and only masculine or includes both masculine and feminine nouns. For example, you would use ils to refer to a group of boys only and for a group of boys and girls.  <b>Regular French verb groups</b> Regular French verbs fall into three categories:  Verbs where the infinitive form ends -er. Verbs where the infinitive form ends -ir. Verbs where the infinitive form ends -re.  These endings are important as they determine the pattern for how the verb is conjugated.  In this lesson, the children only need to recognise what an infinitive is and what the different present tense endings are. Verbs where the infinitive form ends -er.	1. To recognise that verbs take different forms and to find infinitive verbs in a dictionary.	
courir					
danser					
dormir					
écrire					
jouer					
lire					
manger					
nager					
aimer					
avoir					
être					

-e -ons

-es -ez

-e -ent

Chanter ~ to sing becomes

je chante	I sing	nous chantons	we sing
tu chantes	you sing (s.)	vous chantez	you sing (pl.)
il chante	he sings	ils chantent	they sing (m.)
elle chante	she sings	elles chantent	they sing (f.)

Verbs where the infinitive form ends -ir.

-is -issons

-is -issez

-it -issent

So, finir~ to finish becomes:

je finis	I finish	nous finissons	we finish
tu finis	you finish (s.)	vous finissez	you finish (pl.)
il finit	he finishes	ils finissent	they finish (m.)
elle finit	she finishes	elles finissent	they finish (f.)

Verbs where the infinitive form ends -re.

-s -ons

-s -ez

-[nothing] -ent

So, vendre~ to sell becomes:

je vends	I sell	nous vendons	we sell
tu vends	you sell (s.)	vous vendez	you sell (pl.)
il vend	he sells	ils vendent	they sell (m.)
elle vend	she sells	elles vendent	they sell (f.)

#### Identifying verbs in a dictionary

In this lesson, the children use bilingual dictionaries to look up verbs. You will need to remind the children to be careful and cross-check words to make sure that they find the correct one.

When looking whether the French word is a verb or not, show the children the v that appears after the word, which denotes the word is a verb.

Phonemes: j/g before e or i; i; an/am/en/em; in/im/ain/aim

#### Subject pronouns

In French, subject pronouns are:

Je	I	nous	we
tu	you (singular)	vous	you (plural)
il	he/it	ils	they (masculine)
elle	she/it	elles	they (feminine)

Note:

2. To begin to recognise some regular verbs in the present tense.

			<p>Je is abbreviated to j' before a vowel, for example, j'aime – I like Tu means, 'you' in the singular and is informal only. Vous means, 'you' in the plural or is used for you in the singular in a formal situation, where you are speaking with a stranger or someone in authority, for example.</p> <p>For information only, there is also the French subject pronoun, on, which translates as one as in the sentence, 'if one wanted to learn a new language, one might choose French'.</p> <p><b>French verb groups</b> <b>Regular French verbs fall into three categories:</b> Those verbs where the infinitive form ends -er. Those verbs where the infinitive form ends -ir. Those verbs where the infinitive form ends -re.</p> <p>See lesson one for conjugations.</p> <p><b>Some irregularities with manger and nager</b> There are many irregularities with French verbs. With <b>manger</b> – to eat and <b>nager</b> – to swim, the 'g' in the middle would have to be pronounced as a hard g (as in girl) unless followed by an e. For this reason, when it comes to the 1st person plural, the stem (<b>mang –er</b>), the ending added is not 'ons' but 'eons'. This allows the g to be pronounced as a soft g (as in giraffe).</p> <table><tr><td><b>Je mange</b></td><td><b>nous mangeons</b></td></tr><tr><td><b>tu manges</b></td><td><b>vous mangez</b></td></tr><tr><td><b>il mange</b></td><td><b>ils mangent</b></td></tr><tr><td><b>elle mange</b></td><td><b>elles mangent</b></td></tr></table> <p>nager – to swim</p> <table><tr><td><b>Je nage</b></td><td><b>nous nageons</b></td></tr><tr><td><b>tu nages</b></td><td><b>vous nagez</b></td></tr><tr><td><b>il nage</b></td><td><b>ils nagent</b></td></tr><tr><td><b>elle nage</b></td><td><b>elles nagent</b></td></tr></table>	<b>Je mange</b>	<b>nous mangeons</b>	<b>tu manges</b>	<b>vous mangez</b>	<b>il mange</b>	<b>ils mangent</b>	<b>elle mange</b>	<b>elles mangent</b>	<b>Je nage</b>	<b>nous nageons</b>	<b>tu nages</b>	<b>vous nagez</b>	<b>il nage</b>	<b>ils nagent</b>	<b>elle nage</b>	<b>elles nagent</b>	
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			<p>Phonemes: j/g before e or i; i; an/am/en/em; in/im/ain/aim</p> <p><b>Subject pronouns</b> As lesson 2 <b>French verb groups</b> As lesson 2 <b>Some irregularities with manger and nager</b> As lesson 2</p> <p><b>French speech marks</b> French speech marks are called guillemets and look like double arrow-heads. They go around the text like this: Il a dit, « <b>Bonjour</b> ! » – He said, "Good morning!" Note that there is a space between the guillemets and the word or words enclosed by them.</p>	3. To recognise that verbs take different forms and to find infinitive verbs in a dictionary.																
			<p>Phonemes: j/g before e or i; i; an/am/en/em; in/im/ain/aim</p> <p><b>Irregular verbs avoir and être</b> The verbs <b>avoir</b> and <b>être</b> are irregular verbs but fundamental to the French language. Quite apart from using the verbs in their normal present tense sense to say, 'I have' or 'I am', these verbs form the foundation for the past tense. It is therefore important for the children to develop an understanding of how these irregular verbs work:</p> <p><b>Avoir</b> – to have</p> <table><tr><td><b>j'ai</b></td><td><b>I have</b></td><td><b>nous avons</b></td><td><b>we have</b></td></tr><tr><td><b>tu as</b></td><td><b>you have (s.)</b></td><td><b>vous avez</b></td><td><b>you have (pl.).</b></td></tr><tr><td><b>il a</b></td><td><b>he has</b></td><td><b>ils ont</b></td><td><b>they have (m.)</b></td></tr><tr><td><b>elle a</b></td><td><b>she has</b></td><td><b>elles ont</b></td><td><b>they have (f.)</b></td></tr></table> <p><b>Être</b> – to be</p>	<b>j'ai</b>	<b>I have</b>	<b>nous avons</b>	<b>we have</b>	<b>tu as</b>	<b>you have (s.)</b>	<b>vous avez</b>	<b>you have (pl.).</b>	<b>il a</b>	<b>he has</b>	<b>ils ont</b>	<b>they have (m.)</b>	<b>elle a</b>	<b>she has</b>	<b>elles ont</b>	<b>they have (f.)</b>	4. To know that some verbs do not follow regular patterns.
<b>j'ai</b>	<b>I have</b>	<b>nous avons</b>	<b>we have</b>																	
<b>tu as</b>	<b>you have (s.)</b>	<b>vous avez</b>	<b>you have (pl.).</b>																	
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<b>elle a</b>	<b>she has</b>	<b>elles ont</b>	<b>they have (f.)</b>																	

			<p>je suis I am nous sommes we are</p> <p>tu es you are (s.) vous êtes you are (pl.)</p> <p>il est he is ils sont they are (m.)</p> <p>elle est she is elles sont they are (f.)</p>		
			<p>Phonemes: j/g before e or i; i; an/am/en/em; in/im/ain/aim</p> <p><b>Subject pronouns</b> As lesson 2</p> <p><b>French verb groups</b> As lesson 2</p> <p><b>Some irregularities with manger and nager</b> As lesson 2</p> <p><b>Goldilocks</b> The French name for Goldilocks is <b>Boucles d'Or</b>, which translates literally as Curls of Gold.</p> <p><b>S'asseoir – to sit</b> The verb to sit in French is s'asseoir. It is a reflexive verb and too complicated for the children at this stage. It is not therefore used in this lesson.</p> <p><b>Days of the week</b> In French, days of the week are not capitalised unless they are at the start of a sentence.</p>		5. To build and deliver a short presentation, choosing and using a range of action verbs.
	<b>Phonics</b>	<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
	To know that a change in voice intonation can indicate when a question is being asked.	To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.	Listening and selecting information from short audio passages to give an appropriate response.	Speaking in full sentences using known vocabulary.	
		To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.	Reading and responding to a range of authentic texts.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules.	
		To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.	Identifying key information in simple writing.	Using intonation and gesture to differentiate between statements and questions.	
		To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.	Using a range of language detective strategies to decode new vocabulary including context and text type.	Formulating their own strategies to remember and apply pronunciation rules.	
			Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.	Speaking and reading aloud with increasing confidence and fluency.	
			Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	
				Using adapted phrases to describe an object, person or place.	
<p>mon frère</p> <p>ma sœur</p> <p>fil(s)/fil(le) unique</p> <p>mon père</p> <p>ma mère</p> <p>mes parents</p> <p>mon grand-père</p> <p>ma grand-mère</p> <p>mon oncle</p> <p>ma tante</p> <p>mon cousin</p>	<b>Meet my French family</b>	<p>B5 Apply some understanding of French pronunciation.</p> <p>B5/6 List/recognise key information within a longer text.</p> <p>A5 Adapt and modify elements of a sentence whilst retaining the meaning.</p> <p>A5/6 Make ambitious word selections, including new vocabulary sourced from a dictionary, presenting whole paragraphs with fluency and accuracy.</p> <p>A6 Organise text and making simple adaptations that do not fundamentally change the overall sense of the sentence.</p> <p>D6 Independently building original phrases and use 'detective' skills for additional new language.</p>	<p>Phonemes: on/om; e/eu/œ/œu; ou; é/et/-er/-ez; gn</p> <p><b>Typographic ligatures</b> The word for 'sister' in French is spelt <b>sœur</b>. The presentation of the 'o' and 'e', partly merged together is called a typographic ligature (or 'e dans l'o'). It indicates that the 'o' and the 'e' are not pronounced separately</p> <p><b>An only child</b> <b>Je suis un fils unique</b> – I am an only child (if a male is speaking), or I am an only son <b>Je suis une fille unique</b> – I am an only child (if a female is speaking), or I am an only daughter <b>Je suis un enfant unique</b> – I am an only child (gender neutral)</p>		1. To recognise and use phrases to say if I have a brother or sister.
			<p>Phonemes: on/om; e/eu/œ/œu; ou; é/et/-er/-ez; gn</p> <p><b>Pronunciation</b> Note that the 'l' in fils (son) is silent but the 's' is pronounced.</p>		2. To be able to name different family members on a family tree.



ma cousine			<p>There are two different words for cousin, depending on whether the cousin is a male (un cousin) or a female (une cousine). Note that by adding the 'e' to cousin, the pronunciation changes</p> <p><b>Possessive adjectives – my</b> The possessive adjective for 'my' is <b>mon, ma</b> or <b>mes</b>, depending on the noun to which the possessive adjective refers. Like all French adjectives, 'my' must agree in gender and number with the word it describes: <b>mon</b> is used when it is followed by a singular masculine noun (<b>mon père</b>) <b>ma</b> is used when it is followed by a singular feminine noun (<b>ma mère</b>) <b>mes</b> is used when it is followed by a plural noun (masculine or feminine) (<b>mes sœurs, mes frères</b>)</p> <p><b>Possession – the father of my mother</b> In English, we say 'my mother's father' but to show possession in French, we say 'the father of my mother' (<b>le père de ma mère</b>).</p> <p><b>Grands-parents</b> Note that <b>les grands-parents</b> – the grandparents takes an extra 's' added to <b>grand</b>. This is because <b>grands</b> is an adjective and needs to agree in number and gender with <b>parents</b>, the noun it qualifies. Logically, there should be an 'e' on <b>grand</b> in <b>grand-mère</b> as <b>grand</b> should agree with <b>la mère</b>. This is not the case, however, as for historical reasons, it is <b>grand-mère</b>.</p> <p><b>Mère et père</b> Whilst <b>mère</b> and <b>père</b> are the formal words for mother and father, French children often call their parents <b>maman</b> and <b>papa</b>.</p> <p><b>Typographic ligatures</b> The word for 'sister' in French is spelt <b>sœur</b>. The presentation of the 'o' and 'e', partly merged together is called a typographic ligature (or '<b>e dans l'o</b>'). It indicates that the 'o' and the 'e' are not pronounced separately</p>	<p>3. To be able to build descriptive sentences into a short paragraph.</p>
			<p>Phonemes: on/om; e/eu/œ/œu; ou; é/et/-er/-ez; gn</p> <p><b>Vocabulary reminders</b> This lesson uses vocabulary that the children have learned in Years 3 and 4 as well as in this unit. If you feel the children need some reminders of the vocabulary for numbers, dates and birthdays, and descriptions.</p> <p><b>Adjectives – agreement and position</b> In this lesson, the children revisit adjectives and it is worth reminding children of the following:</p> <p>Adjectives describe nouns, and in French must agree with the noun they describe both for gender (masculine or feminine) and for number (singular or plural).</p> <p>Adjectives of size go before the noun (as they do in English)</p> <p>Adjectives of colour go after the noun.</p> <p>The adjectives <b>court(s)(e)(s)</b> – short and <b>long(s)(ue)(ues)</b> – long usually go before the noun, but where the sentence puts the length and colour together in the description, both adjectives go after the noun and are joined with <b>et</b> – and. In this lesson, the children will see: <b>Il a les cheveux courts et noirs</b> – He has short, black hair. <b>Il a les cheveux courts et roux</b> – He has short, red/ginger hair. <b>Elle a les cheveux longs et noirs</b> – She has long, black hair.</p> <p>You may need to remind the children that:</p> <p>The French word for hair – <b>les cheveux</b> is always plural and is masculine.</p> <p>The French word, <b>roux</b> is used to describe the colour or red or ginger hair (not <b>rouge</b>).</p> <p><b>Mon ami – My friend</b></p> <p>The possessive adjectives, <b>mon, ma, mes</b> are used to say 'my' in French. Like all adjectives, they must agree with the gender and number of the noun they describe. However, when a singular noun begins with a vowel, <b>ma</b> is difficult to pronounce and so is not used. Instead <b>mon</b> is used: <b>Mon ami</b> – My (male) friend <b>Mon amie</b> – My (female) friend – note the 'e' at the end of <b>amie</b> to denote that it is a female friend.</p>	

			<p>Phonemes: on/om; e/eu/œ/œu; ou; é/et/-er/-ez; gn</p> <p><b>Expressing opinions using aimer – to like</b> In this lesson, the children learn to express likes and dislikes using the regular -er verbs, <b>aimer</b> – to like <b>adorer</b> – to adore or love <b>j'aime</b> – I like <b>j'aime beaucoup</b> – I like a lot <b>j'adore</b> – I adore <b>je n'aime pas</b> – I do not like It is important to draw the children's attention to the way French language structures are different from English, so it is never a matter of a straight, word-for-word translation. In English, we say, 'I like apples', and we omit the direct article, 'the'. In French, however, the direct article is essential if the thing that we like is plural. In French, we say: <b>j'aime les pommes</b> – I like the apples.</p> <p><b>Aimer and adorer</b> are regular -er verbs so are conjugated as follows:</p> <table><tr><td>j'aime</td><td>I like</td><td>nous aimons</td><td>we like</td></tr><tr><td>tu aimes</td><td>you like (sing. and informal)</td><td>vous aimez</td><td>you like (pl. and sing. formal)</td></tr><tr><td>il aime</td><td>he likes</td><td>ils aiment</td><td>they like (m.)</td></tr><tr><td>elle aime</td><td>she likes</td><td>elles aiment</td><td>they like (f.)</td></tr></table> <table><tr><td>j'adore</td><td>I love</td><td>nous adorons</td><td>we love</td></tr><tr><td>tu adores</td><td>you love (sing. and informal)</td><td>vous adorez</td><td>you love (pl. and sing. formal)</td></tr><tr><td>il adore</td><td>he loves</td><td>ils adorent</td><td>they love (m.)</td></tr><tr><td>elle adore</td><td>she loves</td><td>elles adorent</td><td>they love (f.)</td></tr></table>	j'aime	I like	nous aimons	we like	tu aimes	you like (sing. and informal)	vous aimez	you like (pl. and sing. formal)	il aime	he likes	ils aiment	they like (m.)	elle aime	she likes	elles aiment	they like (f.)	j'adore	I love	nous adorons	we love	tu adores	you love (sing. and informal)	vous adorez	you love (pl. and sing. formal)	il adore	he loves	ils adorent	they love (m.)	elle adore	she loves	elles adorent	they love (f.)	4. To be able to understand and express simple opinions.
j'aime	I like	nous aimons	we like																																	
tu aimes	you like (sing. and informal)	vous aimez	you like (pl. and sing. formal)																																	
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			<p>Phonemes: on/om; e/eu/œ/œu; ou; é/et/-er/-ez; gn</p> <p><b>Le masculin l'emporte – the masculine takes precedence</b> Where a sentence refers to both masculine and feminine people or things, and you want to refer to those things by a collective word or by the third person plural pronoun, they, the rule of <b>le masculin l'emporte</b> applies: the masculine gender takes precedence.</p> <p>In this lesson, we have the statement: <b>Monique, ma cousine, a trois cousins: moi, mon frère et ma sœur</b> – Monique, my cousin, has three cousins: me, my brother and my sister.</p> <p>The cousins are two boys and a girl but they are collectively referred to as <b>trois cousins</b> (the masculine form) rather than <b>trois cousines</b> (the feminine form).</p> <p>The adjective, <b>verts</b> – green, takes the masculine form because one of the items described is masculine (<b>un chapeau</b>) and the plural form because the adjective describes two items. In this lesson the adjective 'gros' will be used to describe boots : <b>des grosses bottes</b> – big boots ; not to be confused with the English word 'gross'.</p>	5. To plan and prepare a short presentation about my family.																																
<b>Phonics</b>	<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>																																
To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.	Listening and selecting information from short audio passages to give an appropriate response.	Speaking in full sentences using known vocabulary.																																	
	To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.	Identifying key information in simple writing.	Using intonation and gesture to differentiate between statements and questions.																																	
	To know that compound sentences join two simple sentences together using connectives such as et and mais.	Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Speaking and reading aloud with increasing confidence and fluency.																																	
	To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.		Adapting model sentences to express different ideas.																																	
	To know that there is no possessive apostrophe in French.		Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.																																	
	To say 'my father's sister' in French would be the sister of my father: la sœur de mon père.		Using adapted phrases to describe an object, person or place.																																	
	To understand that words in French and English will not always have a direct equivalent in the other language.		Using adjectives with correct placement and agreement.																																	

Year B Year 3/4	Unit of work	Composites	Components	Lesson objectives
il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s)	Portraits – describing in French	<p>B3 Order word cards, with the adjectives following the noun.  B3/4 Say a given sentence to describe a friend.  A3 Identify a person correctly from a description of their hair and eye colour.  A4 Describe using the correct adjective ending, according to the gender of the noun it describes, when speaking (eg: changing sérieux to sérieuse when describing a girl).  A3/4 Identify patterns with rhyming words/the same phoneme in different words.  D4 Propose extended vocabulary.</p>	<p>Phonemes: on-om; e/eu/œ/œu; i; ch</p> <p><b>Louvre website</b>  This lesson uses images of paintings and sculptures from the Louvre, the world-famous art museum in Paris, to support learning vocabulary and grammar. This is to introduce the children to some knowledge of French culture.</p> <p>It is recommended that you spend a few minutes before this lesson becoming familiar with how to navigate the Louvre website, and what pictures you want to show the children – some may be less appropriate.</p> <p><b>Adjectival agreement</b>  Adjectival agreement is one of the most challenging concepts for children to learn as there are few equivalents in English.  In French, most adjectives take an extra 'e' at the end of the word to make it feminine. For example, the word for black is <b>noir</b> in its singular masculine form, but becomes <b>noire</b> in the singular feminine form.  Where this general rule applies, the extra 'e' does not usually change the pronunciation, but there are exceptions.  Some adjectives are not as simple and the ones used in this lesson do not follow this pattern. They have been selected, however, as the pronunciation changes so making it very clear to the children that the adjective changes with the noun gender:  <b>heureux</b> (masculine) becomes <b>heureuse</b> (feminine) – happy  <b>sérieux</b> (masculine) becomes <b>sérieuse</b> (feminine) – serious</p> <p><b>Il and elle – he, she, it</b>  In Year 3, the children mostly came across the pronouns, <b>je</b> – I and <b>tu</b> – you (singular and informal). In this lesson the children are introduced to <b>il</b> and <b>elle</b>, which in the context of the lesson mean he and she respectively.</p>	1. To begin to understand that adjectives change if they describe a feminine noun.
			<p>Phonemes: on-om; e/eu/œ/œu; i; ch</p> <p><b>Adjectival agreement – plural nouns</b>  In the previous lesson (see <i>French, Year 4, Portraits – describing in French, Lesson 1: Portraits – getting adjectives to agree</i>), the children began to learn about adjectival agreement and to recognise that adjectives change if the noun that they describe is masculine or feminine. In this lesson, the children learn that the adjective also changes if the noun being described is plural.  It is important that the children understand clearly that an adjective changes to 'agree' with the noun it describes according to gender (masculine or feminine) and number (singular or plural).</p> <p><b>Adjectival position</b>  In French, adjectives of colour come after the noun that they describe, but adjectives of size come before the noun (as they do in English).</p> <p><b>Les cheveux et les yeux – plural nouns</b>  In French, the word for hair is <b>les cheveux</b>, which is both masculine and plural. In French, hair is always plural, which may cause some amusement in the</p>	2. To understand a simple description of hair and eye colour.

		<p>class as the children talk about the colour of someone's hairs.  <b>Les yeux</b> – the eyes is also a masculine plural word.          There is a singular form to refer to an eye – <b>un œil</b>, but this is not used in the lesson.</p> <p><b>Hair colour – blond, brunette or red</b>  <b>Blond</b>          In French, the word for blond in relation to hair is <b>blond</b> (masculine singular). It becomes <b>blonds</b> if it refers to a plural noun, as in <b>les cheveux blonds</b> – blond hair.          Notice that <b>blond</b> is a cognate. Blond in English is a challenging word. It comes from the French word <b>blond</b>, meaning light coloured hair and originally had a masculine and feminine form – just as in French. It used to be the case that we used blond to describe a blond male and blonde to describe a blond woman. Nowadays, it is common to see blond or blonde being used interchangeably to avoid issues of gender and sexism. In American English, the default tends to be blonde regardless of the sex of the individual.</p> <p><b>Brunette</b>          There are several words for brown in French. In Year 3, the word <b>brun</b> was used because it was a near cognate. <b>Brun</b> gives us the English word, 'brunette'. In French we use:  <b>Châtain</b> – brown to describe brown hair.  <b>Marron</b> – brown to describe brown eyes and brown clothes.</p> <p><b>Châtain</b> is classed as a semi-invariable adjective. It is more common to add 's' when it describes a plural noun but less common to add 'e' when describing feminine nouns.  <b>Marron</b> is an invariable adjective. It takes neither an 'e' in the feminine form nor an 's' in the plural form.</p> <p><b>Ginger or red</b>          The word, <b>rouge</b> – red is never used to describe red hair in French. The correct adjective to use is <b>roux</b>.</p> <p>Note that <b>roux</b> is not the masculine plural form of <b>rouge</b>. It is the masculine plural form of a different, but similar word, <b>rousse</b>.</p>	
		<p>Phonemes: on-om; e/eu/œ/œu; i; ch</p> <p><b>Adjectival agreement</b>          In French, adjectives must agree with the noun that they describe both in terms of gender and number (whether the noun is singular or plural).</p> <p><b>Special rules on adjectival agreement – invariable and semi-invariable colour adjectives</b>          Whilst the general rule is that an adjective must agree with the noun in terms of gender and number, there are some colour adjectives that are invariable or semi-invariable.          To help with this, most (but not all) colours that derive their names from nouns are invariable and do not change their endings to agree with the noun they describe. Often these colours come from fruits or vegetables or other things in nature, for example:  <b>orange</b> – orange  <b>marron</b> – chestnut  <b>turquoise</b> – turquoise  <b>sable</b> – sand  <b>abricot</b> – apricot</p>	<p>3. To create simple descriptive sentences.</p>

		<p>There are exceptions to this: <b>rose</b> – rose/pink, <b>violet</b> – purple. These colours agree with the noun in the usual way.</p> <p><b>Châtain</b> – chestnut/brown, is semi-invariable: it does not change to reflect the gender of the noun, but it does change to reflect the number (singular or plural).</p> <p><b>Special rules on adjectival agreement with multiple colour adjectives</b></p> <p>There are additional special rules on adjectival agreement, and one of them relates to the use of multiple colour adjectives. You will not need to teach this but it is as well to be aware of the rule. Where you want to use two or more colour adjectives to describe a noun, then the colour adjectives <u>may</u> not change their endings to agree with the noun, but this depends on the intended meaning of the sentence.</p> <p><b>Les cheveux</b> in French means the hairs. If describing hair with multiple colour adjectives, it is most likely to make sense that some hairs are of one colour and some hairs are of another. This is the equivalent of lots of flowers where some are blue and some are white, and so there is adjectival agreement. To say the hair is green and blue, therefore, you would say, <b>les cheveux verts et bleus</b>.</p> <p>In this lesson, you may want to encourage your more able children to use multiple colour adjectives to describe hair. All the adjectives will need to agree with <b>les cheveux</b> (masculine plural).</p> <p><b>Adjectival position</b></p> <p>In French, adjectives of colour come after the noun that they describe, but adjectives of size come before the noun (as they do in English).</p>	
		<p>Phonemes: on-om; e/eu/œ/œu; i; ch</p> <p><b>Adjectival agreement – different types of ending to agree with feminine nouns</b></p> <p>The basic rule to make most adjectives agree with feminine nouns is to add an 'e' at the end. Good examples are:</p> <p><b>noir</b> – <b>noire</b> – black  <b>vert</b> – <b>verte</b> – green  <b>grand</b> – <b>grande</b> – big  <b>petit</b> – <b>petite</b> – small  <b>fort</b> – <b>forte</b> – strong  <b>poli</b> – <b>polie</b> – polite</p> <p>Notice that where a masculine adjective ends with a consonant (d, s, or t) that is not pronounced (as in <b>vert</b>, <b>grand</b>, <b>petit</b>, <b>méchant</b> and <b>fort</b>), the extra 'e' at the end in the feminine form requires the consonant to be pronounced.</p> <p>This means that the sound of the feminine form of the adjective is quite different to the masculine form and it is worth really emphasising this for the children.</p> <p>Not all adjectives simply take an 'e' at the end in the feminine form. There are a number of categories of adjective. In this lesson we come across:</p> <p>Adjectives ending in 'f'.  Adjectives ending in 't'.  Adjectives ending in 'eur'</p> <p><b>Adjectives ending in 'f'</b></p>	<p>4. To understand simple descriptive sentences.</p>

		<p>Where the masculine singular form of an adjective ends in 'f', the feminine singular form is made by taking off the 'f' and replacing with 've'. For example: <b>sportif</b> becomes <b>sportive</b> – sporty</p> <p><b>Adjectives ending in 't'</b> Where the masculine singular form of an adjective ends in 't', the feminine singular form is made by adding 'te'</p> <p><b>Adjectives ending in 'x'</b> Where the masculine singular form of an adjective ends in 'x', the feminine singular form is made by taking off the 'x' and replacing with 'se'. For example: <b>heureux</b> becomes <b>heureuse</b> – happy <b>sérieux</b> becomes <b>sérieuse</b> – serious</p> <p><b>Adjectives ending in 'eur'</b> Where the masculine singular form of an adjective ends in 'eur', the feminine singular form is made by taking off the 'eur' and replacing with 'euse'. For example: <b>travailleur</b> becomes <b>travailleuse</b> – hardworking</p> <p>Other irregular adjectives used in this lesson are: <b>blanc -blanche</b> for 'white' <b>violet – violette</b> for 'violet'</p>	
		<p><b>Adjectival position</b> In French, adjectives of colour come after the noun that they describe, but adjectives of size come before the noun (as they do in English).</p> <p><b>Adjectival agreement</b> Adjectival agreement is one of the most challenging concepts for children to learn as there is no equivalent in English. In French, adjectives must agree in terms of gender and number with the noun they describe. All adjectives have their own form for masculine singular, masculine plural, feminine singular and feminine plural. There are two common misunderstandings for children: That the adjective agrees with the owner of the noun. If describing a girl's hair, coat or shoes, the adjectives used will be exactly the same as if describing a boy's hair, coat or shoes. The adjectives will agree with the gender of the French words for hair, coat or shoes. That the adjective takes the same form as the noun. This is not so. For example, the adjective <b>bleu</b> – blue follows its own pattern (<b>bleu, bleus, bleue, bleue</b>) even if the noun takes a different form (for example, <b>les bateaux bleus</b> – the blue boats – and not <b>les bateaux bleaux</b>) Generally, to make an adjective agree with a feminine noun, an e is added, and to make the adjective agree with a plural noun, an s is added to either the masculine or feminine form of the adjective, as appropriate. To illustrate with the adjective <b>noir</b> – black: <b>noir</b> (masculine, singular). <b>noire</b> (feminine singular). <b>noirs</b> (masculine plural). <b>noires</b> (feminine plural).</p> <p>There are, however, adjectives that do not follow this pattern and the following are some examples: <b>heureux</b> (masculine singular) – happy</p>	<p>5. To write descriptive sentences.</p>

			<p><b>heureuse</b> (feminine singular)  <b>heureux</b> (masculine plural)  <b>heureuses</b> (feminine plural).</p> <p><b>sérieux</b> (masculine singular) – serious  <b>sérieuse</b> (feminine singular)  <b>sérieux</b> (masculine plural)  <b>sérieuse</b> (feminine plural).</p> <p><b>sportif</b> (masculine singular) – sporty  <b>sportive</b> (feminine singular)  <b>sportifs</b> (masculine plural)  <b>sportives</b> (feminine plural)</p> <p><b>travailleur</b> (masculine singular) – hard-working  <b>travailleuse</b> (feminine singular)  <b>travailleurs</b> (masculine plural)  <b>travailleuses</b> (feminine plural)</p> <p>Some adjectives do not change, regardless of the gender or number of the noun they describe. These are called invariable adjectives. Examples include:  <b>orange</b> – orange  <b>marron</b> – brown</p> <p>Some adjectives only change to take a plural form but do not change according to the gender of the noun they describe, for example:  <b>châtain</b> – chestnut brown, which takes an s to become plural but does not change to become feminine.</p> <p>Some adjectives do not take an extra e at the end to become feminine if the masculine form of the adjective already ends in an e. For example:  <b>rose</b> – pink, which takes an s to become plural but does not take an extra e to become feminine.  <b>rouge</b> – red, which takes an s to become plural but does not take an extra e to become feminine.</p>		
Phonics	Grammar	Language comprehension (Listening and reading)	Language production (Speaking and writing)	Cultural awareness	
To know that 'h' at the start of a word in French is not pronounced.	To know that the ending of an adjective changes depending on the gender and number of the noun it describes.	Listening and responding to full sentences.	Recognising and answering simple questions that involve giving personal information.		
	To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.	Recognising some familiar French words when written in a short phrase.	Discussing strategies for remembering and applying pronunciation rules.		
	To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse.	Identifying and discussing cognates and beginning to explore various language detective strategies.	Building confidence by repeating short phrases with increasing accuracy.		
	To know that the endings of verbs change according to the subject.	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.	Selecting and writing short words and phrases.		
	To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).	Using contextual clues and cues to gist and make predictions about meanings.	Making short phrases or sentences using word cards.		
	To know that we can use conjunctions to link phrases such as et/mais.	Beginning to notice common spelling patterns.	Using different adjectives, with correct positioning and agreement.		
	To know that the verbs avoir and être are used to describe appearance and personality.		Choosing appropriate adjectives from a wider range of adjectives.		

	To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.			Recognising how intonation and gesture are used to differentiate between statements and questions.	
	To know that the ending of an adjective changes depending on the gender and number of the noun it describes.			Listening and repeating key phonemes with care.	
	To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.			Using a model to form a spoken sentence.	
	To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.), heureux-heureuse.				
	To know that the endings of verbs change according to the subject.				
	To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).				
	To know that we can use conjunctions, such as et/mais, to link phrases.				
	To know that the verbs avoir and être are used to describe appearance and personality.				
	To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.				
un T-shirt un short un pantalon un chapeau une culotte une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte	Clothes - getting dressed in France	B3 Make an intelligible attempt to spell the new words. B3/4 Say an opinion using j'aime or je n'aime pas. A3 Explain the correct form of the adjective in context. A4 Explain how to convert the indefinite article to a possessive adjective. A3/4 Justify your use of the correct form of the adjective in the correct position D4 Research to add extra language such as 'sparkly' or using more than one adjective to describe an article of clothing, or describing more than two items of clothing.	Phonemes: un; u; an/am/en/em; t/tt/th  <b>The definite and indefinite articles</b> In French, the definite article (the) is <b>le, la, l'</b> or <b>les</b> : <b>le</b> is used with masculine singular nouns <b>la</b> is used with feminine singular nouns <b>l'</b> is used with any singular noun (masculine or feminine) that begins with a vowel, y or, in most cases, h. <b>les</b> is used with any plural noun (masculine or feminine) In French, the indefinite article (a or an) is <b>un</b> or <b>une</b> : <b>un</b> is used with masculine nouns. <b>une</b> is used with feminine nouns.  <b>Des – some</b> The word, <b>des</b> can translate as some and this may be the simplest explanation for the children for when to use <b>des</b> . In this lesson, we use the indefinite article – <b>un</b> or <b>une</b> . Where the noun is plural, clearly neither <b>un</b> nor <b>une</b> work – they are necessarily singular articles. In French there must be an article, and so <b>des</b> is used.  In French, we also want to refer to a specific thing or something in general but in French, it is not possible to omit the article. Therefore, instead of using <b>les</b> (to be specific), we use <b>des</b> : <b>Je porte les bottes</b> – I am wearing the boots <b>En hiver, je porte des bottes</b> – In winter, I wear boots  <b>Possessive adjectives</b> In French, these possessive adjectives must agree with the noun that they describe (just as we have seen in other units where colour and size adjectives must agree with the gender and number of the noun that they describe). In this lesson, we begin to introduce just the French word for my:  <b>mon</b> – for masculine singular nouns	1. To recognise and use vocabulary relating to clothing.	



			<p><b>ma</b> – for feminine singular nouns  <b>mon</b> – for feminine singular nouns that begin with a vowel, y or (in most cases) h  <b>mes</b> – for plural nouns, whether masculine or plural</p> <p>The children are likely to get confused about what the possessive adjective must agree with, and typically think that they look to the gender of the owner. This is not so. My shirt is <b>ma chemise</b> whether the owner of the shirt is male or female.</p>	
			<p>Phonemes: un; u; an/am/en/em; t/tt/th</p> <p><b>Adjectival agreement and how agreement may affect pronunciation</b>  Adjectives must agree with the noun that they describe both in terms of gender and number. Each adjective has four forms:  Masculine singular.  Feminine singular.  Masculine plural.  Feminine plural.</p> <p>Most adjectives are 'regular': they follow the rules for that category of adjectives.  The most common category of adjectives:</p> <p>Take an 'e' at the end of the masculine singular form to make them agree with a feminine noun.</p> <p>Take an 's' at the end of the masculine singular form to make them agree with a masculine plural noun.</p> <p>Take an 'es' at the end of the masculine singular form to make them agree with a feminine plural noun.</p> <p>Where the adjective in the masculine singular form ends with a 't' or an 's', the 't' and the 's' are silent unless followed by an 'e'. For example:  Green – <b>vert</b>:  <b>vert</b> (masculine singular) – the t is silent  <b>verte</b> (feminine singular) – the t is pronounced  <b>verts</b> (masculine plural) – the t and the s are silent  <b>vertes</b> (feminine plural) the t is pronounced</p> <p>Grey – <b>gris</b>:  <b>gris</b> (masculine singular) – the s is silent  <b>grise</b> (feminine singular) – the se is pronounced  <b>gris</b> (masculine plural) – the s is silent  <b>grises</b> (feminine plural) the ses is pronounced</p> <p>Violet – <b>violet</b>  <b>violet</b> (masculine singular) – the t is silent  <b>violette</b> (feminine singular) – the tte ending is pronounced  <b>violets</b> (masculine plural) – the ts are silent  <b>violettes</b> (feminine plural) the t is pronounced</p> <p><b>Adjectival position</b>  Adjectives of colour come after the noun that they describe.</p> <p>Adjectives of size come before the noun that they describe (as in English).</p> <p><b>Maillot – de bain – de foot</b>  In Lesson 1 [link], the children learned <b>un maillot de bain</b> – a swimsuit.  <b>Maillot</b> is also used for a football shirt but in this case, it is typically – but not always, followed by <b>de foot</b>, for clarity: <b>un maillot de foot</b>.</p>	<p>2. To apply their understanding of noun and adjective agreement in French.</p>

			<p>Phonemes: un; u; an/am/en/em; t/tt/th</p> <p><b>Adjectival position</b> Adjectives of colour go after the noun. Adjectives of size go in front of the noun, as they do in English.</p> <p><b>Adjectival agreement</b> In French, the adjective must agree with the noun it describes both for gender (masculine or feminine) and for number (whether the noun is singular or plural).</p> <p>The general rule is that:</p> <p>Add an 'e' to the masculine singular form of the adjective to make it feminine – for example, <b>bleu/bleue</b> – blue (masculine/feminine)</p> <p>Add an 's' to the masculine singular form of the adjective to make it plural – for example, <b>bleu/bleus</b> – blue (masculine singular/masculine plural)</p> <p>Add an 'es' to the masculine singular form of the adjective to make feminine plural, for example, <b>bleu/bleues</b> (masculine singular/feminine plural)</p> <p>If the adjective in the masculine singular form already ends in an 'e' (for example, <b>rouge</b> – red, <b>jaune</b> – yellow and <b>rose</b> – pink), no additional e is added in the feminine form.</p> <p>If the adjective in the masculine singular form already ends in an 's' (for example, <b>gris</b> – grey), no additional 's' is added in the masculine plural form, but is added after the 'e' in the feminine plural form. There are exceptions. For example: <b>marron</b> – brown <b>orange</b> – orange</p> <p>These adjectives are both 'invariable' and do not change depending on the gender or number of the noun they describe.</p> <p>There are also less regular adjectives like <b>blanc</b> – white, which require an 'he' in the feminine singular form and an 'hes' in the feminine plural form – <b>blanche</b> and <b>blanches</b>.</p> <p><b>How adjectival agreement may affect pronunciation</b> The pronunciation of the adjective in the masculine and feminine forms does not change unless the last letter of the adjective is a 't', 'd' or 's'. For example, the following forms of the adjectives all sound the same: <b>noir</b> (masculine singular), <b>noire</b> (feminine singular), <b>noirs</b> (masculine plural), <b>noires</b> (feminine plural) – black <b>bleu</b> (masculine singular), <b>bleue</b> (feminine singular), <b>bleus</b> (masculine plural), <b>bleues</b> (feminine plural) – blue <b>rouge</b> (masculine singular), <b>rouge</b> (feminine singular), <b>rouges</b> (masculine plural), <b>rouges</b> (feminine plural) – red <b>jaune</b> (masculine singular), <b>jaune</b> (feminine singular), <b>jaunes</b> (masculine plural), <b>jaunes</b> (feminine plural) – yellow Where the masculine singular form of the adjective ends in a consonant and an 'e' is added, the effect is</p>	<p>3. To understand adjectival position and agreement for gender and number.</p>
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			<p>to require the last consonant to be pronounced in the feminine singular and plural forms:  <b>vert</b> (masculine singular), <b>verte</b> (feminine singular), <b>verts</b> (masculine plural), <b>vertes</b> (feminine plural) – green  <b>gris</b> (masculine singular), <b>grise</b> (feminine singular), <b>gris</b> (masculine plural), <b>grises</b> (feminine plural) – grey  <b>petit</b> (masculine singular), <b>petite</b> (feminine singular), <b>petits</b> (masculine plural), <b>petites</b> (feminine plural) – little, small  <b>grand</b> (masculine singular), <b>grande</b> (feminine singular), <b>grands</b> (masculine plural), <b>grandes</b> (feminine plural) – big, large</p> <p>Phonemes: un; u; an/am/en/em; t/tt/th</p>	
			<p><b>Adjectival agreement</b>  The basic rule is that an adjective must agree with the gender and number of the noun that it describes.  Some colour adjectives are invariable (for example, <b>orange</b> – orange and <b>marrron</b> – brown).  The following adjectives, which are referred to in this lesson are also invariable:  <b>à pois</b> – spotted  <b>à carreaux</b> – checked  <b>à rayures</b> – striped  When the adjectives <b>clair</b> – light, and <b>foncé</b> – dark are used with a colour adjective, both adjectives are invariable:  <b>des pulls bleu clair</b> – light blue jumpers.  Even though there is more than one jumper, the two adjectives used together remain invariable.</p> <p><b>Adjectival position</b>  Adjectives of colour go after the noun they describe.</p> <p>Adjectives of size (grand – big, petit – little) go before the noun they describe.</p> <p>The following adjectives, like colour adjectives, also go after the noun they describe:  <b>à pois</b> – spotted  <b>à carreaux</b> – checked  <b>à rayures</b> – striped</p> <p>Note, however, that these adjectives go after any colour adjective that is also describing the same noun:  <b>une chemise bleue à pois</b> – a blue spotty shirt</p> <p><b>Punctuation spaces in French</b>  Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following:  ? – the question mark  ! – the exclamation mark</p> <p>You may want to introduce or remind the children of this concept depending on how confident your children are with English punctuation</p>	<p>4. To express an opinion (like/dislike).</p>
			<p>Phonemes: un; u; an/am/en/em; t/tt/th</p> <p><b>Adjectival agreement</b>  In French, the adjective must agree with the noun it describes both for gender (masculine or feminine) and for number (whether the noun is singular or plural).  – See previous lesson for the general rule and exceptions.</p>	<p>5. To describe an outfit using adjectives correctly.</p>

			<p><b>How adjectival agreement may affect pronunciation</b> The pronunciation of the adjective in the masculine and feminine forms does not change unless the last letter of the adjective is a t, d or s. See lesson 3.</p> <p><b>Adjectival position</b> The basic rule is that: Adjectives of colour go after the noun they describe.</p> <p>Adjectives of size (grand – big, petit – little) go before the noun they describe (as in English).</p> <p>Exceptions: The following adjectives, like colour adjectives, also go after the noun they describe: à pois – spotted à carreaux – checked à rayures – striped</p> <p>However, if there is also a colour adjective, these adjectives go after the colour adjective: <b>une chemise bleue à pois</b> – a blue spotty shirt</p>	
Phonics	Grammar	Language comprehension (Listening and reading)	Language production (Speaking and writing)	Cultural awareness
To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.	To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some': un, une, des.	Listening and responding to full sentences.	Beginning to form opinion phrases.	
	To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	Following a short text or rhyme, listening and reading at the same time.	Selecting and writing short words and phrases.	
	To know that the ending of an adjective changes depending on the gender and number of the noun it describes.	Recognising some familiar French words when written in a short phrase.	Using a model to form a spoken sentence.	
	To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.	Identifying and discussing cognates and beginning to explore various language detective strategies.	Listening and repeating key phonemes with care.	
	To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse.	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.	Recognising that sounds and spelling patterns can be different from English.	
	To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.	Using contextual clues and cues to gist and make predictions about meanings.	Recognising how intonation and gesture are used to differentiate between statements and questions.	

	To know that the endings of verbs change according to the subject.	Beginning to notice common spelling patterns.	Building confidence by repeating short phrases with increasing accuracy.	
	To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment.	Listening and noticing rhyming words when joining in with songs.	Rehearsing and performing a short role-play or song.	
	To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.			
<b>onze</b> <b>douze</b> <b>treize</b> <b>quatorze</b> <b>seize</b> <b>dix-sept</b> <b>dix-huit</b> <b>dix-neuf</b> <b>vingt</b> <b>vingt-et-un</b> <b>trente</b> <b>un anniversaire</b>	<b>French numbers, calendars and birthdays</b>	B3 Say vocabulary to discuss the date in French. B3/4 Recall numbers 1 to 31 in French. A3 Compare similarities and differences between traditional birthday celebrations in France and England. A4 Present information about all the days of the week. A3/4 Ask when someone's birthday is and give a response. D4 Speak fluently, without hesitation, using a full sentence, such as Aujourd'hui c'est lundi, demain c'est mardi, hier c'est dimanche.	Phonemes: oi; x; in-im-ain-aim; z/s  <b>Pronunciation of numbers in French</b> Note the liaison in the following numbers, which makes the 'x' of <b>dix</b> sound like a 'z': <b>dix-sept</b> – seventeen <b>dix-huit</b> – eighteen <b>dix-neuf</b> – nineteen  <b>Mathematical operations in French</b> In this lesson, the word for 'multiplied by' is <b>multiplié par</b> .  <b>Words for numbers</b> <b>Un chiffre</b> refers to a digit between 0 and 9; these exist by themselves and are used to make numbers.  <b>Un nombre</b> is made up of several digits. It represents:  A quantity – <b>j'ai un nombre de chaussures</b> – I have a number of shoes. <b>J'ai onze euros</b> – I have eleven euros.  <b>Un numéro</b> is composed of a set of digits that allow the identification of something ( <b>un numéro de téléphone</b> – a telephone number or <b>un numéro de maison</b> – a house number).	1. To recall and use numbers 1 to 31 in French.
			Phonemes: oi; x; in-im-ain-aim; z/s  <b>Days of the week</b> Notice that in French, the days of the week:  Begin with a lower case letter, whereas in English we use a capital letter for each day.  All except for <b>dimanche</b> – Sunday end with di, which is the equivalent of our English ...day, although the French word for day is <b>jour</b> .  <b>C'est and C'était</b> The phrase <b>hier c'était</b> – yesterday was..., and <b>demain ce sera</b> – tomorrow will be... are used to practice saying the days of the week.  There is no need for the children to learn how to create the past and future tenses.	2. To say the days of the week in French.
			Phonemes: oi; x; in-im-ain-aim; z/s  <b>Accents in French</b>	3. To say the months of the year.

			<p>There are five different accents used in French, each indicating a change of pronunciation of the letter. The children will already have come across some of them.</p> <p><b>The acute accent (l'accent aigu): é</b> This is only found on an 'e'.</p> <p><b>The grave accent (l'accent grave): à/è/ï/ô/ù</b> This can be found on all the vowel letters. Apart from changing pronunciation, the grave accent indicates a different meaning from a word with the same spelling but without the accent.</p> <p><b>The cedilla (la cédille): ç</b> This is only found on the letter 'c' before an 'a', 'o' or 'u'. It indicates that the 'c' is pronounced as a soft c as in celery and not a hard c as in cat.</p> <p><b>The trema (l'accent tréma): ë/ï/ü</b> This can be found on an 'e', 'i' or 'u'.</p> <p><b>The circumflex (l'accent circonflexe): â/ê/î/ô/û</b> This can be found on any of the vowels. The accent does affect pronunciation, but it is also of historical language interest as it indicates that many years ago, the word used to have an 's' in it, initially pronounced and later silent. Eventually, the circumflex indicates omission of the silent 's'.</p> <p><b>Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark</p> <p><b>Festivals</b> The following are short pieces of information about each of the festivals that the children research in the lesson: <b>La Fête des Rois/Épiphanie</b> This festival takes place on 6 January each year and is to celebrate the arrival of the Three Kings at the birth of Jesus. Families and friends gather, play games and eat a special cake called, <b>Galette de Rois</b> (King's cake). Hidden in the cake is a bean and the person who finds the bean in their piece of cake is crowned king or queen for the day. In the UK, we mark this day as the Twelfth day of Christmas, when all Christmas decorations are to be down.</p> <p><b>L'Armistice</b> Armistice Day is on 11 November each year and marks the end of the World War 1. On this day, the people of France remember those who died or were injured in World War I or in subsequent wars. In the UK, we also mark the Armistice, and wear poppies and have a two-minute silence.</p> <p><b>Les 24 heures du Mans</b> This is a 24 hour endurance race for sports cars. The race starts from Le Mans in France and the winner is the car that covers the greatest distance in the 24 hours.</p> <p><b>La Toussaint</b> <b>La Toussaint</b> is an abbreviation for <b>tous le saints</b> – all the Saints, and is the same Christian festival as marked in the UK on 1 November to acknowledge all the saints. It is the day after Hallowe'en, which is</p>	
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			<p>an abbreviation of All Hallows Eve, which refers to the night before All Saints Day.</p> <p><b>Mardi Gras/Carnival</b> This is a time of carnival that begins on <b>La Fête des Rois/Épiphanie</b> and ends on Shrove Tuesday, just as Lent starts. It is not something that is generally marked in the UK although we mark Shrove Tuesday with Pancake Day.</p> <p><b>La Fête nationale/La Fête de la Bastille</b> This is celebrated on 14 July each year and marks the day in 1789 when the French people stormed the Bastille prison in Paris, setting free prisoners and beginning the French Revolution.</p> <p><b>La Fête des Vendanges de Montmartre</b> This is a special grape harvest festival for Paris that is celebrated every second weekend in October.</p> <p><b>La Fête du Muguet/La Fête du travail</b> This is celebrated on 1 May each year and marks the introduction of eight-hour working days in France in 1919 and other workers' rights. In the UK, the day is called Labour Day and we have a bank holiday to celebrate. In France, the day is also known as <b>La Fête du Muguet</b> because people traditionally gave each other little bouquets of lily of the valley flowers, which in French is called <b>le muguet</b>.</p> <p><b>Pâques</b> This is the French word for Easter, which falls in March or April each year. Just as in the UK, the French celebrate with chocolate eggs.</p> <p><b>Noël</b> This is the French word for Christmas, which falls on 25 December each year, just as in the UK. In France, they eat their big Christmas dinner on Christmas Eve (24 December) and often exchange presents then as well.</p> <p><b>La Rentrée</b> This refers to the start of school and the return to work after the summer holidays. It translates as The Return.</p> <p><b>Le Tour de France</b> This is an annual men's bicycle race, which comprises stages, each a day long and lasts for 23 days. It is mostly held in France but sometimes the route passes through nearby countries.</p> <p><b>La Fête de l'Assomption</b> This is a Roman Catholic celebration to mark the day when the Virgin Mary ascended to heaven. It is the subject of many famous paintings.</p> <p><b>La Saint Nicholas</b> Saint Nicholas is remembered on 6 December each year and is regarded as the protector of children. Children put out their shoes and wake up in the morning to find their shoes filled with chocolates and sweets.</p>	
			<p>Phonemes: oi; x; in-im-ain-aim; z/s</p> <p><b>Writing dates</b> In French dates are written in the following order: day, number, month. Example: <b>jeudi 27 mai</b> – Thursday 27th May. The day is not written with a capital letter unless it is at the start of a sentence.</p>	<p>4. To select vocabulary to discuss the date in French.</p>

			<p>If the day is omitted the date is written as follows: le + number + month</p> <p>For example <b>le 27 mai</b> – 27th May In the Main Event section there is a translation exercise for the children to translate dates into French. For the children to practise writing numbers in French these can be written as words. Writing birth dates When writing a birth date in French the structure is as follows: Mon anniversaire c'est + le + number + month. Example: <b>mon anniversaire c'est le dix janvier</b> – my birthday is on the 10th January</p>	
			<p>Phonemes: oi; x; in-im-ain-aim; z/s</p> <p><b>R.S.V.P. – what does it mean?</b> R.S.V.P. in a card is the abbreviation for <b>Répondez s'il vous plaît</b> – please reply – the literal translation would be 'Reply, if you please'. Note that it is <b>répondez</b> and not <i>répondez</i>. Adding an 's' is a common mistake.</p> <p><b>La fête and the circumflex accent</b> The circumflex accent (<b>l'accent circonflexe</b>) can be found on any of the vowels: â/ê/î/ô/û. The accent can affect the pronunciation of a, e and o, but it is also of historical language interest as it indicates that many years ago, the word used to have an 's' in it, initially pronounced and later silent and now omitted. In this lesson, the children are introduced to the word <b>fêter</b> – to celebrate. This word is similar to the word fete in English, with and without the circumflex to refer to a fete, such as a village or school fete.</p> <p><b>Punctuation spaces in French</b> Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark</p>	5. To compare similarities and differences between traditional birthday celebrations in France and England.
Phonics	Grammar	Language comprehension (Listening and reading)	Language production (Speaking and writing)	Cultural awareness
To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.	Listening and noticing rhyming words when joining in with songs.	Recognising and answering simple questions that involve giving personal information.	Discovering French festivals and their traditions.
To recognise and begin to predict key word patterns and spellings.	To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	Using contextual clues and cues to gist and make predictions about meanings.	Recognising how intonation and gesture are used to differentiate between statements and questions.	
To know that 'h' at the start of a word in French is not pronounced.	To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.	Beginning to notice common spelling patterns.	Discussing strategies for remembering and applying pronunciation rules.	
	To know that basic sentence structures in English and French have the same	Recognising some familiar French words when written in a short phrase.	Building confidence by repeating short phrases with increasing accuracy.	



	pattern: subject + verb + object.			
		Identifying and discussing cognates and beginning to explore various language detective strategies.	Rehearsing and performing a short role-play or song..	
			Recognising that sounds and spelling patterns can be different from English.	
			Selecting and writing short words and phrases	
			Using a model to form a spoken sentence.	
			Using a variety of conversational phrases.	
le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime s'il vous plaît merci le serveur l'addition	<b>French food - Miam, miam</b>	B3 List cognate words B3/4 Begin to add your own word choice A3 Translate given words by navigating a bilingual dictionary A4 Compare and use strategies to understand a familiar text as well as asking and responding to questions A3/4 Translating words they want to use in order to write about them, spelling them accurately and making a note of their gender. D4 Confidently participate in conversation with good pronunciation; using j'aime and je n'aime pas accurately	Phonemes: e; s-ç-c before e or i; j/g before e or i; è- e-ei-ai  <b>Punctuation spaces in French</b>  Technically, in French, a space is needed before and after all 'two or more-part punctuation marks or symbols', which include the following: ? – the question mark ! – the exclamation mark  <b>Pronunciation of le hamburger and le hot-dog</b> The words for hamburger and hot-dog in French are borrowed from the American or English. The 'h' remains a silent letter in French but the French tend to use <b>le</b> rather than l'.	1. To begin to understand a conversation in French.
			Phonemes: e; s-ç-c before e or i; j/g before e or i; è- e-ei-ai  <b>Teaching about money</b> The best and most exciting way to introduce the topic of money is to have some actual euros for the children to handle.  The children love holding real money and you can explain about the different currency and what the current exchange rate is and even look online at a currency exchange rate website such as on link: <a href="#">XE Currency converter</a> '.	2. To read and say amounts of money in French.
			Phonemes: e; s-ç-c before e or i; j/g before e or i; è- e-ei-ai  <b>Les magasins (The shops)</b> une chocolaterie – a chocolate shop un marché – a market un supermarché – a supermarket un hypermarché – a hypermarket une pâtisserie – a patisserie	3. To identify and pronounce the names of French shops correctly.
			Phonemes: e; s-ç-c before e or i; j/g before e or i; è- e-ei-ai  <b>Au café</b> Model how the children should create their sentences: <b>Je voudrais [ ] et [ ], s'il vous plaît</b> – I would like [ ] and [ ], please. <b>Je voudrais [ ], [ ] et [ ], s'il vous plaît</b> – I would like [ ], [ ] and [ ], please.  <b>un croque-monsieur</b> – a hot ham and cheese toastie <b>une quiche</b> – a pastry tart filled with a savoury egg and cheese custard and pieces of meat, tomatoes or vegetables.	4. To work out the meaning of unfamiliar words.

			<p><b>une ratatouille</b> – a stew of summer vegetables such as tomatoes, courgettes, aubergines and peppers.</p> <p>Phonemes: e; s-ç-c before e or i; j/g before e or i; è- e-ei-ai</p> <p><b>How to conduct this lesson</b>  This lesson could be conducted in various ways and be as elaborate or simple as you choose.  For example, you might want to extend the lesson and showcase the children's learning for parents or for another class and their teachers. This might involve getting the children to be the waiters or waitresses and to serve real French food. If you choose to serve real French food, remember to have your food allergy and consent letters from parents.</p> <p>Alternatively, you may prefer to keep the lesson simple, and focus on role play within the class using pretend food.</p>	5. To create a French menu based on authentic texts.
Phonics	Grammar	Language comprehension (Listening and reading)	Language production (Speaking and writing)	Cultural awareness
To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des.	Listening and responding to full sentences.	Recognising and answering simple questions which involve giving personal information.	Ordering typical French food and drink.
	To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.	Following a short text or rhyme, listening and reading at the same time.	Beginning to form opinion phrases.	To know that in French there is a formal and informal version of the word for 'you', and when to use which one.
	To know that basic sentence structures in English and French have the same pattern: subject + verb + object.	Recognising some familiar French words when written in a short phrase.	Using a variety of conversational phrases.	To know that the currency used in France is euros and to recognise some of the notes and coins.
	To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.	Identifying and discussing cognates and beginning to explore various language detective strategies.	Using a model to form a spoken sentence.	To know that orders are typically taken at the table in France.
			Listening and repeating key phonemes with care.	
			Recognising how intonation and gesture are used to differentiate between statements and questions.	
			Building confidence by repeating short phrases with increasing accuracy.	
			Rehearsing and performing a short role-play or song.	
			Selecting and writing short words and phrases.	

Year B Year 5/6	Unit of work	Composites	Components	Lesson objectives																																
je joue je fais le foot le basket le tennis le ski le rugby le hockey j'aime j'adore je déteste le sport	French Sport and the Olympics	B5 Rehearse orally new vocabulary. B5/6 Construct simple sentences to say that you play that sport and whether or not you like the sport. A5 Conjugate the verb 'to go' and say I or someone else is going to a country. A5/6 Identify some of the French country words using cognates and near cognates A6 Organise prepositions in most cases of the correct form of 'aller'. D6 Orally construct more complex sentences about what sport one person likes and another dislikes.	e; s-ç-c before e or i; e-eu-œ-œu; è-e-ei-ai; o; gn  Cognates and near cognates are valuable tools for language detectives. They are words that have the same origin in French and in English. If the words look exactly the same in French and in English, they are called cognates. If the words look very similar so that we can spot the meaning, they are called near cognates.  Jouer is a regular -er verb that means to play. The verb jouer is followed by à + the direct article (le or la) + the sport. If the sport is masculine, the à +le contracts to au in the usual way.The full conjugation in the present tense is: <table><tr><td>je joue</td><td>I play</td><td>nous jouons</td><td>we play</td></tr><tr><td>tu joues</td><td>you play</td><td>vous jouez</td><td>you play</td></tr><tr><td>il joue</td><td>he plays</td><td>ils jouent</td><td>they (m.) play</td></tr><tr><td>elle joue</td><td>she plays</td><td>elles jouent</td><td>they (f) play</td></tr></table> Faire is a very useful verb but it is not an -er verb and is irregular. We use faire, for example, with le ski – skiing. Faire is followed by de + the direct article (le or la) + the sport. If the sport is masculine, the de +le contracts to du in the usual way. <table><tr><td>je fais</td><td>I make/do</td><td>nous faisons</td><td>we make/do</td></tr><tr><td>tu fais</td><td>you make/do</td><td>vous faites</td><td>you make/do</td></tr><tr><td>il fait</td><td>he makes/does</td><td>ils font</td><td>they (m.) make/do</td></tr><tr><td>elle fait</td><td>she makes/does</td><td>elles font</td><td>they (f) make/do</td></tr></table>	je joue	I play	nous jouons	we play	tu joues	you play	vous jouez	you play	il joue	he plays	ils jouent	they (m.) play	elle joue	she plays	elles jouent	they (f) play	je fais	I make/do	nous faisons	we make/do	tu fais	you make/do	vous faites	you make/do	il fait	he makes/does	ils font	they (m.) make/do	elle fait	she makes/does	elles font	they (f) make/do	1. To express an opinion about sports and to say which sports you play.
			je joue	I play	nous jouons	we play																														
			tu joues	you play	vous jouez	you play																														
			il joue	he plays	ils jouent	they (m.) play																														
			elle joue	she plays	elles jouent	they (f) play																														
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il fait	he makes/does	ils font	they (m.) make/do																																	
elle fait	she makes/does	elles font	they (f) make/do																																	
e; s-ç-c before e or i; e-eu-œ-œu; è-e-ei-ai; o; gn  L'Angleterre: means land of the Angles, who were people who came from Europe to live in England many years ago. 'Terre' comes from the Latin 'terra' for land or earth. Terra also gives us terrain, territory, terracotta, Mediterranean (Middle of the Earth). Le Pays de Galles: means the country (le pays) of the Gaules. 'The Gaules' was the old English term for foreigners from France who settled in Scotland and Wales. Nowadays, we would perhaps say Celtic. L'Irlande du Nord: literally means Ireland of the north – the northern part of the island that is made up today of both Northern Ireland and the Republic of Ireland. Les Pays de Bas: means the low countries, a reference to the Netherlands being low-lying and flat. 'Nether' in old English means low and the Netherlands used to be called The Low Countries in English. Les États-Unis translates as The United States.  The gender of a country determines the preposition used to say 'to a country'. <ul style="list-style-type: none"><li>- If the country is feminine singular, the preposition used is en: Je vais en Italie – I am going to Italy.</li><li>- If the country is masculine singular, the preposition used is au: Je vais au Canada – I am going to Canada</li><li>- If the country is masculine plural, the preposition used is aux: Je vais aux Les États-Unis d'Amérique – I am going to the United States of America</li></ul>	2. To learn the words in French for countries around the world.																																			
e; s-ç-c before e or i; e-eu-œ-œu; è-e-ei-ai; o; gn  <table><tr><td colspan="4">The verb aller – to go, is an irregular -er verb and is conjugated in the present tense as follows:</td></tr><tr><td>je vais</td><td>I go</td><td>nous allons</td><td>we go</td></tr><tr><td>tu va</td><td>you go (s.)</td><td>vous allez</td><td>you go (pl.)</td></tr><tr><td>il va</td><td>he goes</td><td>ils vont</td><td>they go (m.)</td></tr><tr><td>elle va</td><td>she goes</td><td>elles vont</td><td>they go (f.)</td></tr></table> There is a special rule that is for masculine singular countries where the name begins with a vowel. In this case, we use en rather than au. No masculine singular country names beginning with a vowel have been used in this lesson, but examples would be Irak (Irak) and Iran (Iran).	The verb aller – to go, is an irregular -er verb and is conjugated in the present tense as follows:				je vais	I go	nous allons	we go	tu va	you go (s.)	vous allez	you go (pl.)	il va	he goes	ils vont	they go (m.)	elle va	she goes	elles vont	they go (f.)	3. To conjugate the verb 'to go' and say I or someone else is going to a country.															
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elle va	she goes	elles vont	they go (f.)																																	
e; s-ç-c before e or i; e-eu-œ-œu; è-e-ei-ai; o; gn  No new teacher knowledge	4. To rehearse orally new vocabulary.																																			
e; s-ç-c before e or i; e-eu-œ-œu; è-e-ei-ai; o; gn  (NB: There is a lot in this lesson, and to do the lesson as planned, you will need a classroom assistant or conduct the lesson over two lessons. It will be important to be familiar with the simplified rules of pétanque before embarking on this lesson as there is a lot to get with half the class playing pétanque while the other half is doing a written exercise.)  Pétanque The game of pétanque is very popular in France. The other name for the game is boules and there are variations of the game across the world. The game of pétanque is so popular that there is the annual	5. To learn about the French game of <b>pétanque</b> and to rehearse new vocabulary.																																			

			<p>pétanque World Championship. Many people hope that the sport will become an Olympic sport in the 2024 Olympic Games, to be hosted by Paris.</p> <p>The game is played with a little ball called a Jack. In French, this is called le cochonnet, which means 'the little pig'.</p> <p>Each player has three larger balls called boules, which they take turns to roll (rouler) or slide (glisser) towards le cochonnet, aiming to get as close to le cochonnet as possible.</p> <p>If someone is a particularly good player, they are complimented with the names, bon home ! (good man!) or bras d'or ! (golden arm!)</p> <p><b>Infinitive</b></p> <p>The infinitive is the basic form of a verb, which in English is usually expressed as, 'to [do something]'. We might list examples of verbs as, 'to run', 'to walk', 'to speak', 'to hide'.</p> <p>The infinitive is the form of the verb that appears in the dictionary, but we do use the infinitive form in English in sentences like:</p> <p>I am going to eat my breakfast; I love to walk on the beach; I want to finish my homework</p> <table><tr><td>j'aime</td><td>- I like</td><td>j'adore</td><td>- I love</td></tr><tr><td>tu aimes</td><td>- you like</td><td>tu adores</td><td>- you love</td></tr><tr><td>il aime</td><td>- he likes</td><td>il adore</td><td>- he loves</td></tr><tr><td>elle aime</td><td>- she likes</td><td>elle adore</td><td>- she loves</td></tr></table>	j'aime	- I like	j'adore	- I love	tu aimes	- you like	tu adores	- you love	il aime	- he likes	il adore	- he loves	elle aime	- she likes	elle adore	- she loves	
j'aime	- I like	j'adore	- I love																	
tu aimes	- you like	tu adores	- you love																	
il aime	- he likes	il adore	- he loves																	
elle aime	- she likes	elle adore	- she loves																	
		<p>e; s-ç-c before e or i; e-eu-œ-eü; è-e-ei-ai; o; gn</p> <p>French and English are the official languages of the International Olympic Committee (IOC). French is spoken first in all the announcements, followed by English and then the language of the host country.</p> <p>Explain to the children that they are each going to pretend that they are an Olympic athlete and are being interviewed by a journalist for a magazine. The interviewer is asking a number of questions, and each child is going to write their answer, using words and phrases they have learned in this unit, using the Resource: Olympics writing frame for support.</p> <p>Give each child a copy of the Activity: The Olympic Games interview and give each pair of children a copy of the Resource: Olympics writing frame.</p> <p>Stress to the children that this is an imaginative piece of writing. They can choose where their Olympic Games will be held and what sports they play and like.</p>	6. To write an interview magazine article about the Olympic Games.																	
<b>Phonics</b>		<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>															
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		To know whether to use the pronouns il 'he' or elle 'she' when describing someone.	Beginning to predict spelling patterns.	Planning and giving a short oral presentation.	Playing the traditional French game of la pétanque.															
		To know that the way verbs change to match the pronoun is called conjugation.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.	Modifying, expressing and comparing opinions.	Researching information about the French cycle race, la Tour de France.															
		To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).		Using intonation and gesture to differentiate between statements and questions.	Comparing sporting activities in France and the UK.															
		To conjugate the verbs aller, jouer and faire.		Speaking and reading aloud with increasing confidence and fluency.	To know the rules for playing French boules.															
		To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.		Giving a presentation drawing upon learning from a number of previous topics.	To know how the maillot jaune is awarded during the Tour de France race.															
				Using existing knowledge of vocabulary and phrases to create new sentences.																
				Constructing a short text on a familiar topic.																
une maison le salon la chambre la cuisine le jardin la salle de bain à côté de derrière devant entre sous sur	In my French house	B5 Write a description of a house in French. B5/6 Label a bedroom using the related vocabulary with prepositions in simple sentences. A5 Ask and answer questions using vocabulary related to different types of houses and rooms. A5/6 Accurately use prepositions verbally as well as in written sentences. A6 Describe your home and adding descriptive vocabulary and conjunctions such as et (and) or mais (but) to extend their sentences. D6 Compile a description of your house, incorporating new and descriptive vocabulary to make it sound interesting.	a-à-â; i; un; an/am/en/em; au/eau/o; z/s  language detective clues they like to use to help them understand unfamiliar words. <ul style="list-style-type: none"><li>- Cognates and near cognates – words that are the same or very similar in French and English.</li><li>- Words that look very similar to words already learned.</li><li>- Context.</li><li>- Text layout.</li><li>- Clues that words are verbs or adjectives.</li></ul> Size – petite and grande – draw attention to the fact that the size adjective goes in front of the noun (house) in the same way as in English, and agrees with la maison (feminine) so the words take an extra 'e'. Cognates and near cognates – appartement – like our English word apartment, although we tend to refer to apartments as flats, and ferme, a near cognate, very similar to the English word, farm.  la chambre – the bedroom la salle de bain – the bathroom la cuisine – the kitchen	1. To describe houses in French.																

			<p>le salon – the sitting room le jardin – the garden le garage – the garage Qu'est-ce que c'est ? – What is it? C'est ... (it is...) and say the French word for the room (for example, la cuisine). il y a – there is ... il n'y a pas... – there isn't</p>																	
			<p>a-à-â; i; un; an/am/en/em; au/eau/o; z/s</p> <p>Before this lesson, consider any sensitivities there may be in your class around family, where children are living and with whom.</p> <p><b>Ligature- œ – e dans l'o</b> The children may notice that the 'o' and 'e' in ma sœur appear joined together. In French, 'œ' is called e dans l'o, which means 'e' in the 'o' and indicates a ligature and effectively creates its own sound. Separately, the 'o' and the 'e' are pronounced differently. In practices, the 'œ' is often written or typed as 'oe' and is not something that the children need to worry about at this stage, but they should be aware. The verb habiter – to live, is a regular -er verb and is conjugated as follows:</p> <table><tr><td>J'habite</td><td>I live</td><td>nous habitons</td><td>we live</td></tr><tr><td>tu habites</td><td>you live (s.)</td><td>vous habitez</td><td>you live (pl.)</td></tr><tr><td>Il habite</td><td>he/it lives</td><td>ils habitent</td><td>they live (m.)</td></tr><tr><td>elle habite</td><td>she/it lives</td><td>elles habitent</td><td>they live (f.)</td></tr></table> <p><b>Possessive adjectives – my</b> The possessive adjective for 'my' is mon, ma or mes, depending on the noun to which the possessive adjective refers. Like all French adjectives, 'my' must agree in gender and number with the word it describes:</p> <ul style="list-style-type: none"><li>- mon is used when it is followed by a singular masculine noun (mon père)</li><li>- ma is used when it is followed by a singular feminine noun (ma mère)</li><li>- mes is used when it is followed by a plural noun (masculine or feminine) (mes sœurs, mes frères, mes parents)</li></ul> <p>Adjectives of size go in front of the noun, as they do in English. Adjectives of colour go after the noun. Adjectives must agree with the noun that they describe, both for number and gender.</p> <p>'h' is usually a silent letter in French</p>	J'habite	I live	nous habitons	we live	tu habites	you live (s.)	vous habitez	you live (pl.)	Il habite	he/it lives	ils habitent	they live (m.)	elle habite	she/it lives	elles habitent	they live (f.)	2. To write a description of a house in French.
J'habite	I live	nous habitons	we live																	
tu habites	you live (s.)	vous habitez	you live (pl.)																	
Il habite	he/it lives	ils habitent	they live (m.)																	
elle habite	she/it lives	elles habitent	they live (f.)																	
			<p>a-à-â; i; un; an/am/en/em; au/eau/o; z/s</p> <p><b>Prepositions</b></p> <p>Prepositions are words that indicate position and placement. Prepositions come after a verb, noun or adjective to indicate a relationship between that word and the noun or pronoun that follows. There is no easy direct correlation between prepositions used in French and in English and often a preposition is needed in French but not in English, and vice versa. There are many prepositions but the ones used in this lesson are as follows: sur – on sous – under devant – in front derrière – behind à côté de – next to dans – in</p> <p>Où est le crayon ? – Where is the pencil? The children respond with: Le crayon est sur la table. – The pencil is on the table. <b>Le crayon est sous la table.</b> The pencil is on the table. Le crayon est à côté du livre. – The pencil is next to the book Le crayon est derrière le livre – The pencil is behind the book <b>Le crayon est dans le livre</b> – The pencil is in the book.</p>	3. To use prepositions to describe the position of items in the bedroom.																
			<p>a-à-â; i; un; an/am/en/em; au/eau/o; z/s</p> <p><b>Prepositions</b> Unlike the other prepositions that the children are learning, the preposition, à côté de – next to, must always be followed by a direct object: à côté de [quelque chose] – next to [something] The de will change depending on the gender and number of the noun that follows: de + le becomes du</p>	4. To use prepositions to describe the position of items in the bedroom.																

			<p>de + les becomes des de + la remains as de la de + l' remains as de l' de + un becomes d'un de + une becomes d'une</p> <p>Invite the children to write some sentences to describe their real or imagined bedrooms using prepositions. For example: La lampe est sur le bureau. – The lamp is on the desk. La chaise est devant le bureau. – The chair is in front of the desk. Le poster est sur le mur. – The poster is on the wall.</p>		
			<p>a-à-â; i; un; an/am/en/em; au/eau/o; z/s</p> <p><b>'On'- one</b> In French, it is common to use the construction 'one does something/has something'. We use this construction in English as well but it formal and carries connotations of distance or grandeur. In French, however, the construction is the equivalent of an informal 'we' and is used in speech and casual writing. The construction is used in Sandrine's letter: On habite.. On takes the singular third person part of the verb (the same as he, she or it).</p> <p>Vrai ou faux ? – True or false?</p> <p>Adjectives of size go in front of the noun that they describe and adjectives of colour go after the noun they describe. Adjectives must agree with the noun they describe in number (singular or plural) and in gender (masculine or feminine).</p> <p>listen to a letter being read out and will use all their language detective skills to work out what the letter means. work out the meaning as a class by sharing any familiar parts, or others they understand from context or other clues. Encourage them to articulate their thinking so that others can benefit from the process they went through. The aim is not to translate the entire letter.</p>		5. To write a letter describing my home.
<b>Phonics</b>		<b>Grammar</b>	<b>Language comprehension (Listening and reading)</b>	<b>Language production (Speaking and writing)</b>	<b>Cultural awareness</b>
To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?		To know that partitive articles describe where something is placed: le livre est à côté du stylo.	Listening and gisting information from an extended audio passage using language detective skills.	Planning, asking and answering extended questions.	
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		To know a range of prepositions to describe the position of objects.	Beginning to predict spelling patterns.	Engaging in conversation and transactional language.	
			Reading short authentic texts for enjoyment or information.	Planning and giving a short oral presentation.	
			Identifying and extracting key information in a range of authentic texts.	Recognising key phonemes in an unfamiliar context, applying pronunciation rules.	
			Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.	Using intonation and gesture to differentiate between statements and questions.	
				Formulating their own strategies to remember and apply pronunciation rules.	
				Speaking and reading aloud with increasing confidence and fluency.	
				Giving a presentation drawing upon learning from a number of previous topics.	
				Using existing knowledge of vocabulary and phrases to create new sentences.	
				Constructing a short text on a familiar topic.	
				Using a wide range of descriptive phrases.	
je vais en/au/aux ... je vais aller ... maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année	Planning a French holiday	B5 Describe what you will pack in your suitcase for a holiday. B5/6 Understand the present and future tense of aller in French. A5 Describe the present and future tenses in reading and listening. A5/6 Classify words to help understand the gist of a text. A6 Research information from a range of websites, using the information to plan a holiday. D6 Confidently predict the meaning of unknown words.	Recall the present tense of aller (to go) Recognise and use infinitive verbs Know the difference between present and near future tense in French		1. To begin to use the future tense.
			Know how to conjugate the verb aller in the present tense. Be able to form the near future using the present tense of the verb aller and an infinitive verb. Be able to distinguish the present tense from the near future tense.		2. To identify present and future tense using aller - to go.
			Identify and recall common holiday items. I can use the verb aller to form the present and near future tenses.		3. To describe what you will pack in your suitcase for a holiday.
			Know how to use language detective skills to predict the meaning of some unfamiliar words. Recognise that 'gisting' is getting the sense of a whole text, not every word. Demonstrate an understanding of a text by answering retrieval questions.		4. To read a simple story about a summer holiday, understand the gist and show comprehension through answering questions.

beaucoup de			Recognise different ways to get to France. Navigate French accommodation websites. Know how to record my research on a holiday planning sheet.		5. To plan a holiday in France.	
Phonics		Grammar	Language comprehension (Listening and reading)		Language production (Speaking and writing)	Cultural awareness
To know understanding different sounds in French can help when attempting to pronounce new vocabulary.		To know that the way verbs change to match the pronoun is called conjugation.	Reading short authentic texts for enjoyment or information.		Developing extended sentences to justify a fact or opinion.	
		To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go.	Identifying and extracting key information in a range of authentic texts.		Planning and giving a short oral presentation.	
		To conjugate the verbs aller, jouer and faire.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.		Using intonation and gesture to differentiate between statements and questions.	
		To know that parce que – because, can be used to extend a sentence and give a justification.	Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.		Speaking and reading aloud with increasing confidence and fluency.	
					Giving a presentation drawing upon learning from a number of previous topics.	
					Using existing knowledge of vocabulary and phrases to create new sentences.	
					Constructing a short text on a familiar topic.	
					Using a wide range of descriptive phrases.	
en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche	Visiting a town in France	B5 Express and justify an opinion on where to visit in a town. B5/6 Analyse a text and identify key grammatical features. A5 Use negative sentences correctly. A5/6 Describe the relationship between places using a preposition. A6 Find evidence for the correct word order of a sentence, writing complex sentences about their preference D6 Draw conclusions on a text and write their own description, using dictionaries or the internet to improve your writing.	Recognise that there are different ways to get to France. Know how to navigate French accommodation websites. Record research on a holiday planning sheet.			1. To create a description of my route to school.
			To be able to conjugate the verb aller in the present tense. To know how to form the near future using the present tense of the verb aller and an infinitive verb. Distinguish the present tense from the near future tense.			2. To begin to understand and speak directions to places in a town.
			Identify and recall common holiday items. To know how to use the verb aller to form the present and near future tenses.			3. To learn about travel to France through role play.
			Know how to use language detective skills to predict the meaning of some unfamiliar words. Recognise that 'gisting' is getting the sense of a whole text, not every word. Demonstrate an understanding of a text by answering retrieval questions.			4. To express and justify an opinion on where to visit in a town.
			Recognise different ways to get to France. Know how to navigate French accommodation websites			5. To analyse a text and identify key grammatical features.
Phonics		Grammar	Language comprehension (Listening and reading)		Language production (Speaking and writing)	Cultural awareness
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		To know that partitive articles describe where something is placed: le livre est à côté du stylo.	Listening and gisting information from an extended audio passage using language detective skills.		Planning, asking and answering extended questions.	
		To know a range of prepositions to describe the position of objects.			Developing extended sentences to justify a fact or opinion.	
		To know that the way verbs change to match the pronoun is called conjugation.	Reading short authentic texts for enjoyment or information.		Using a wide range of descriptive phrases.	
		To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).	Identifying and extracting key information in a range of authentic texts.		Engaging in conversation and transactional language.	
		To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.		Using intonation and gesture to differentiate between statements and questions.	
		To know that parce que (because) can be used to extend a sentence and give a justification.	Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.		Speaking and reading aloud with increasing confidence and fluency.	
					Using existing knowledge of vocabulary and phrases to create new sentences.	
					Constructing a short text on a familiar topic.	