



## **French Curriculum – Junior School**

### **Essential Knowledge**

#### **National Curriculum: Purpose of study**

Learning a foreign language provides an opening to other cultures. It should foster pupils' curiosity and deepen their understanding of the wider world. The teaching should enable children to express their ideas and thoughts in another language and to be able to understand and respond in that chosen language, both in speech and in writing. Language teaching should provide the foundation for learning further languages; equipping pupils to study and work in other countries should they choose to do so.

#### **National Curriculum Aims**

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

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. As the children progress, familiar vocabulary and previous learning is reinforced in as many ways as possible to embed knowledge.

#### **Subject content Key stage 2:**

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- ♣ present ideas and information orally to a range of audiences\*
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (\*) content above will not be applicable to ancient languages.

Year 3	Year 4	Year 5	Year 6
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>❖ Understand and respond to spoken language from a variety of authentic sources</li> <li>❖ Speak with increasing confidence, continually improving the accuracy of pronunciation and intonation</li> <li>❖ Can demonstrate in basic written/pictorial form the topic they have learnt</li> </ul>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>❖ Understand and respond to spoken and written language from a variety of authentic sources</li> <li>❖ Speak with increasing confidence and fluency, asking questions and continually improving the accuracy of their pronunciation and intonation</li> <li>❖ Can write short phrases, beginning to use the variety of grammatical structures they have learnt</li> <li>❖ Develop an appreciation of the writing in the language studied</li> </ul>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>❖ Understand and respond to spoken and written language from a variety of authentic sources</li> <li>❖ Speak with increasing confidence, fluency and spontaneity, including through discussion and asking questions, continually improving the accuracy of their pronunciation and intonation</li> <li>❖ Can write at varying length for different purposes and audiences, using the variety of grammatical structures they have learnt</li> <li>❖ Discover and develop an appreciation of a range of writing in the language studied</li> </ul>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>❖ Understand and respond to spoken and written language from a variety of authentic sources</li> <li>❖ Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>❖ Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt</li> <li>❖ Discover and develop an appreciation of a range of writing in the language studied</li> </ul>
Year 3	Year 4	Year 5	Year 6

**Topic 1: Introduction to France and Greetings**

- ❖ Introduce France. Where is it? Does anyone know anything relevant to France? Has anyone been to France? **Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- ❖ Show where France is on the map of Europe. Demonstrate location to us in the UK. How can we get there? **Engage in conversations: ask and answer questions and respond to those of others**
- ❖ Introduce oneself in French – how it translates to “Me I am called.” Ask them their names, they respond appropriately **Engage in conversations, using basic language structures and phrases; listen attentively to spoken language and show understanding by joining in and responding**

**Topic 1: Au Café**

- ❖ Recap greetings and conversations eg: What is your name? How are you? How old are you? Recap basic classroom instructions – listen, stand up, etc; recap colours, days, numbers, etc **Engage in conversations using basic language structures and phrases; using familiar vocabulary, phrases and basic language structures; present information orally; listen attentively to spoken language and show understanding by joining in and responding**
- ❖ Recap Good/Bad for Health from Year 3. **Appreciate and explore patterns of language using songs and rhymes. Remind about masculine, feminine, plural and pronunciation eg les oranges**
- ❖ Introduce new topic. Ask what type of language we might be learning – foods and greetings, etc. Gather vocab in English first. Look at powerpoint.
- ❖ To be able to ask for something – je voudrais and manners – s'il vous plait **engage in conversations; present ideas orally; reading and understanding**
- ❖ To create a menu for a café - gather examples from cafés and restaurants, photocopy from Year 5 Bastille Day menu **write phrases and words; describe things in writing**
- ❖ To act out a café scene using the language learned **engage in conversations; present ideas orally**

**Topic 1: Where they live**

- ❖ Recap greetings, numbers, months, colours, etc including classroom vocabulary. Ask for other topics they remember from Year 4 – Parts of the body, the zoo **engage in conversations; speak in sentences using familiar vocabulary, phrases and basic language structures; present ideas orally; understand masculine, feminine and plural; listen and show understanding of language**
- ❖ Introduce Où habites tu? What might it mean? What words have we seen before? (tu) Can we work anything else out? Watch dvd (Early Start 1) of children in France **Broaden vocab differences/similarity to English; explore patterns and sounds; describe places orally; listen attentively to spoken language; develop accurate pronunciation and intonation**
- ❖ **To be able to say where they live – in a house/flat; in the country, town or on the mountain (doesn't have to be true!); which town/country they live in (doesn't have to be true!) engage in conversations, ask and answer questions and respond to others; present ideas orally**
- ❖ **To be able to write these simple sentences in their books. Show understanding of words, phrases and simple writing**
- ❖ **Then to recap the animals from The Zoo in Year 5 and be able to write a silly sentence eg: I live in a**

**Topic 1: Places around School**

- ❖ Recap greetings, numbers, months, colours, etc including classroom vocabulary. Ask for other topics they remember from Year 5 – including Where do you live? The High Street and Pass time activities **engage in conversations; understand masculine, feminine and plural; listen and show understanding of language; speak in sentences, using familiar vocabulary, phrases and language structures eg: Dans la Rue Principale il y a ...**
- ❖ Introduce À l'école. Where have we seen this word before (High Street Year 5). Gather an English list of places we might find around school. Give vocabulary for rooms around school. Vocab for door, window, floor, ceiling **show understanding of words and phrases; explore patterns of language**
- ❖ Show dvd (Early Start 4) **listen to spoken language; describe places orally; masculine, feminine and grammar; differences to English (noun is before most adjectives though some exceptions) How many of the places that we came up with were on the dvd? Were there any others we could add to list?**
- ❖ Record list of places around school in our books then be able to present in format of choice. Eg: plan of a school, a leaflet, pictorial with English and French vocabulary. To write some

		<p>flat with my giraffe and my penguin. To use dictionaries to find other types of animals not covered in Year 4 or other places like a chateau, under the sea etc</p> <p><b>broaden vocabulary and develop ability to understand new words introduced into familiar material, including using a dictionary; describe places, things orally and in writing; understand basic grammar and masculine, feminine, plural; adapt knowledge to create new sentences</b></p>	<p>sentences about our school, eg saying in our school we have 8 classrooms, a large hall, etc Use a dictionary to find other rooms/places not known. <b>Broaden vocabulary and develop understanding of new words, including using a dictionary; understand grammar of masculine, feminine, plural, vowels, etc; understand that most adjectives come after noun but some exceptions; describe places, things in writing or presentation of choice; speak and write in sentences using basic language structures</b></p>
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Topic 2: Numbers to 20</u></b>	<b><u>Topic 2: Parts of the Body 1</u></b>	<b><u>Topic 2: The High Street</u></b>	<b><u>Topic 2: Classroom Objects</u></b>
<ul style="list-style-type: none"> <li>❖ Introduce numbers to 20 (Worm song) teach how to respond to How old are you? <b>Explore language through songs; use basic language structures; listen to spoken language and respond; develop accurate pronunciation and intonation; develop ability to understand new vocabulary; engage in conversations, ask and answer questions. Grammar J'ai (I have including information regarding the apostrophe for j'ai)</b></li> <li>❖ Are there any ways we can remember any of the numbers? Anything that looks familiar to English <b>explore patterns and sounds; show understanding of words</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce Parts of the Body – 1. Explain vocab. Point out silent letters as in le nez,, cheveux <b>Masculine, feminine, plural</b></li> <li>❖ Play song C'est moi. <b>Explore patterns and sound through songs; listen attentively to spoken language</b></li> <li>❖ When asked How are you? To be able to say why they feel bad eg: J'ai mal a le nez etc <b>engage in conversations, develop ability to understand new words; to be able to write and say new phrases using past knowledge and new vocabulary to express ideas clearly; describe things orally and written</b></li> <li>❖ Read Le Grand Monstre Vert – ask beforehand what it could be</li> </ul>	<ul style="list-style-type: none"> <li>❖ The High Street – La Rue Principale – can we figure out what we might be learning about from the vocabulary? Is there anything we know or recognise? <b>ask and answer questions; explore patterns through previous knowledge</b></li> <li>❖ List places we might find in our High Street. Gather French vocabulary – look at similarities in spelling. Le/la/les – masculine/feminine/plural/vowels, etc <b>grammar; develop accurate pronunciation and intonation</b></li> <li>❖ Watch dvd (Early Start 2) – any shops we have already got vocab for? Any extras – add to our list <b>listen attentively to spoken language and respond by</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce Les Objets de la Classe – can we work out any familiar vocab? Anything we have seen before? <b>Reading and understanding words, phrases</b></li> <li>❖ Talk about the items that we might use in the classroom. Show power point <b>listen attentively and be able to join in and respond; develop accurate pronunciation and intonation</b></li> <li>❖ Watch dvd (Early Start 5). Any that we already have? Any extras? <b>Listen attentively to French speakers, can we copy accent</b></li> <li>❖ How can we remember the vocabulary for the items?</li> <li>❖ List items in book in French and English. Use dictionary for extra vocabulary <b>broaden vocabulary</b></li> </ul>

<ul style="list-style-type: none"> <li>❖ Create a way of demonstrating the numbers in French and English on paper – either written or pictorially <b>present work in a written/pictorial way</b></li> </ul>	<p>about, what words do we recognise? Explain most nouns are followed by adjective eg monstre vert but some come beforehand like grand. Remind of masculine/feminine/plural for body parts <b>listen attentively to spoken language; explore patterns and sounds; read carefully and show understanding of words and phrases</b></p> <ul style="list-style-type: none"> <li>❖ To draw the head and label in French and English, then to draw their own monster and be able to describe him using adjectives such as big/small/pointy/green etc <b>describe things in writing and pictorially; use grammar for masculine, feminine, plural, colours, etc and remember if comes before/after noun; present ideas</b></li> </ul>	<p><b>repeating; using dictionary to expand knowledge</b></p> <ul style="list-style-type: none"> <li>❖ To be able to say Dans la Rue Principale il y a ..... and to be able to write some sentences including how many eg: 2 supermarkets, and the vocabulary for and/but/not <b>broaden vocabulary and learn new words ; describe places in writing; show understanding of words, phrases; simple writing; speak in sentences, using familiar and new vocabulary, phrases and basic language structures</b></li> <li>❖ Anagram sheet of places in town <b>exploring patterns and linking to spelling, sound and meaning of words</b></li> <li>❖ Present a map of High Street, town, or present shops/buildings in format of choice in books. <b>Express ideas clearly and creatively</b></li> </ul>	<p><b>including using other methods for extra words</b></p> <ul style="list-style-type: none"> <li>❖ To be able to say and write “I have a blue pencil but not a green pen” or “I have a blue book and a yellow sharpener” – explain again that most adjectives go after the noun. To include how many they have et: I have 2 green pens – the number will come before noun, but the colour will go after <b>Grammar knowledge which differs to English; write and say phrases from memory and adapt to create new sentences</b></li> <li>❖ Remind that we have used and, but and the negative form in year 5 when we talked about the High Street. <b>Engage in conversations; speak in sentences using phrases and basic language; describe things in writing</b></li> <li>❖ To be able to ask partner “have you a blue pencil?” they can respond yes, no or here you are <b>engage in conversations, ask questions and respond</b></li> <li>❖ Create a page in book with these items, either in a pencil case or simply in pictorial form <b>express ideas creatively</b></li> </ul>
<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>

### Topic 3: Colours

- ❖ Colours – show title – what might the topic be? Does anyone know any colours in French? **Ask and answer questions; what do we know**
- ❖ Show power point demonstrating the pronunciation and ways to help remember **listen attentively to spoken language and show understanding by responding**
- ❖ Point to items in the classroom and ask if it is true or false when say the colour – introduce true/false in French – ask them to respond with oui/non **present ideas orally; show understanding of language; develop accurate pronunciation and intonation**
- ❖ Pupil to put one of the colour cards into the folder and others have to ask (in French) is it...? **Engage in conversations, ask and answer questions and respond to those of others seeking clarification**
- ❖ Colouring sheets – various with different activities for children to choose or they can create their own way of recording the colours in their books **express ideas in a written/pictorial way**

### Topic 3: Parts of the Body 2

- ❖ **Parts of the body 2 – ask for them to remember parts learnt before ask and answer questions; what do we know j'ai mal a ..**
- ❖ Ask how they are feeling but want response J'ai 'ai mal a ... **develop accurate pronunciation and intonation so others understand when they are reading aloud or using familiar words/phrases; engage in conversation**
- ❖ **Introduce new parts and emphasise masculine/feminine/plural listen attentively to spoken language and show understanding by joining in and responding**
- ❖ **DVD – interactive head, shoulders, knees and toes explore patterns and sounds through songs and actions; appreciate songs in the language; linking to similar songs in English so already know the actions; listen attentively to spoken language and show understanding by joining in and responding**
- ❖ **Play Jacques a dit.. listen attentively to spoken language and show understanding by joining in and responding**
- ❖ **List parts of body in books in whatever format they choose describe/present ideas in pictorial or written form**
- ❖ **DVD – interactive Savez vous planter les choux present ideas orally; explore patterns and sounds through song and actions;**

### Topic 3: Directions

- ❖ **Directions - Links back to the High Street – Where will I find the supermarket? North, south, east, west, etc and next to, opposite, near, etc ; Straight ahead, on the left/right – broaden vocabulary to develop ability to understand new topics and to be able to describe places in detail orally; engage in conversations with peers regarding position of places; develop accurate pronunciation so that others understand when reading aloud or using familiar words and phrases; present ideas and information orally**
- ❖ **Worksheets relating to location of places in the town or reading a short text and answering the questions related to position read carefully and show understanding of words and phrases and simple writing**

### Topic 3: Seasons and Weather

- ❖ (1) Recap seasons **explore patterns and sounds to link the meaning of words**
- ❖ (2) Weather – introduce weather – explain how to say what the weather is like **listen to pronunciation and show understanding by joining in and responding; develop accurate pronunciation and intonation**
- ❖ Demonstrate today, yesterday and tomorrow – get children to say today it is, yesterday it was, tomorrow it will be. Demonstrate the question “what is the weather like?” **engage in conversations; ask and answer questions; speak in sentences using phrases and basic language structures**
- ❖ Vocabulary in books for the weather then they choose how to present – write sentences for today, yesterday and tomorrow - could create a weather map. Could create a large map of France so each day thereafter they could move the weather icons around and say “today it is....) **describe things in writing; show understanding using simple phrases and writing; speak in sentences using familiar vocabulary, phrases and basic language structures**

listen attentively to spoken language and show understanding by joining in and responding

Year 3	Year 4	Year 5	Year 6
<p><b><u>Topic 4: Days of the Week</u></b></p> <ul style="list-style-type: none"> <li>❖ Recap previous knowledge, greetings, numbers, etc. Introduce days of week. Does anyone notice anything? (They all end in di apart from dimanche which has di at start, also they don't have capital letters. <b>engage in conversations, ask and answer questions, express opinions; read carefully and show understanding of words; develop accurate pronunciation and intonation; listen attentively to spoken language and show understanding by joining in and responding</b></li> <li>❖ Work sheet with space for each day. Write the day of the week and an activity they might do on that day. Also favourite day of week. <b>Present ideas in writing/pictorial form; describe things in writing/pictorial form</b></li> </ul>	<p><b><u>Topic 4: The Zoo</u></b></p> <ul style="list-style-type: none"> <li>❖ Recap previous knowledge then Introduce The Zoo – what type of animals are we likely to see? <b>Engage in conversations, ask and answer questions, express opinions</b></li> <li>❖ Show power point. Say names of animals, get them to repeat. Are there any sounds we have heard before? Are any of the animals really easy to remember – les lions. Point out masculine/feminine/plural <b>listen attentively to spoken language and show understanding by responding; explore patterns and sounds linking spelling and meaning of words; grammar knowledge</b></li> <li>❖ Song on Francais, Francais with the zoo animals on <b>explore patterns and sounds through</b></li> </ul>	<p><b><u>Topic 4: Hobbies and Activities</u></b></p> <ul style="list-style-type: none"> <li>❖ Recap previous knowledge then Introduce Hobbies and Activities – what type of activities might we do in our spare time – list on whiteboard. When might we get to do them? (after school/weekends?) <b>Engage in conversations, ask and answer questions, express opinions</b></li> <li>❖ Give vocabulary for main ones – list in books can draw an image. Children to use dictionary to add extra hobbies <b>listen attentively to spoken language and show understanding by responding; read and show understanding of words; use a dictionary to broaden knowledge</b></li> <li>❖ Watch DVD on Early start – were there any different ones to what we mentioned? Can we try to say</li> </ul>	<p><b><u>Topic 4: Clothing</u></b></p> <ul style="list-style-type: none"> <li>❖ Recap previous knowledge then introduce Clothing.</li> <li>❖ Point out that the verb to wear is “porter” but remind that “porte” was vocab for door. <b>read carefully and show understanding of words; grammar</b></li> <li>❖ Introduce clothing, give spoken vocab – children repeat – are there any that we can remember easily? Masculine/feminine/plural <b>listen attentively to spoken language and show understanding by responding; explore patterns and sounds; engage in conversations; develop accurate pronunciation and intonation; grammar - masculine/feminine/plural</b></li> <li>❖ Watch DVD Early Start 15 – any to add to our list <b>listen attentively to spoken language</b></li> </ul>



<ul style="list-style-type: none"> <li>❖ Word searches, crossword sheets. <b>Read carefully and show understanding of words</b></li> <li>❖ Song lundi, mardi, mercredi, etc <b>develop accurate pronunciation and intonation; explore patterns and sounds through songs and rhymes; listen to spoken language and show understanding by joining in; appreciate songs in the language</b></li> </ul>	<p><b>songs; appreciate songs in the language</b></p> <ul style="list-style-type: none"> <li>❖ List animals in books, draw image if they like, use a dictionary to gather more vocabulary, wordsearch <b>present ideas in writing/pictorial form; broaden vocabulary using a dictionary; reading and understanding words and phrases</b></li> <li>❖ Corners game, name 4 corners, children go to a corner when asked, randomly call a corner – if they are in that corner they are out (éliminé!) <b>listen attentively to spoken language and show understanding by joining in and responding</b></li> </ul>	<p>how the children on the dvd spoke? <b>Listen attentively and show understanding by responding; present ideas orally; speak in sentences using familiar vocabulary, phrases and basic language structure</b></p> <ul style="list-style-type: none"> <li>❖ To be able to say and write for example “On Saturday I go swimming” <b>write phrases from memory; present ideas and information orally; develop accurate pronunciation and intonation so that others understand; speak in sentences, using familiar vocabulary, phrase and basic language structures; describe things orally</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Present the clothing in a way children prefer – list with image, poster, a wardrobe, suitcase? Children can use a dictionary to gather more vocabulary <b>present ideas in writing; broaden vocabulary and develop ability to understand new words using dictionary</b></li> <li>❖ Children to say I am wearing.... Or I am wearing but I am not wearing (remembering and, but and negative from before. To be able to say for example “I am wearing a blue jumper” (remembering that the noun comes before the adjective) Word search <b>present ideas and information orally; develop accurate pronunciation and intonation so that others understand; speak in sentences, using familiar vocabulary, phrase and basic language structures; describe things orally</b></li> </ul>
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>



### Topic 5: Months and seasons

- ❖ Introduce Months of the year. Looking at title – what could it be about? To be able to say my birthday is in ... Embed vocabulary using word searches, pictures of months to colour in, worksheets with vocabulary missing **engage in conversations; present ideas orally; reading and understanding**
- ❖ To be able to write “my birthday is in ..” **write phrases and words from memory (numbers); describe things in writing**
- ❖ Introduce seasons – explain pronunciation (if at an appropriate time of year, could make a calendar) **explain patterns and sounds to link the meaning of words. Listen attentively to spoken language to show understanding by joining in and understanding**

### Topic 6: Healthy Eating

- ❖ Remind of previous vocabulary from year 3 then introduce Healthy Eating – Bon pour la santé **engage in conversations; express ideas clearly from memory**
- ❖ Talk about different types of food – why are they healthy or unhealthy? Make a list on the board **engage in questions,**

### Topic 5 Dans Le Jardin

- ❖ Recap from previous knowledge **engage in conversations, express ideas clearly from memory, use familiar vocabulary**
- ❖ Introduce Dans le jardin – make a list in English – what things might we find? **Engage in conversations, share and present ideas**
- ❖ To be able to say Dans le jardin, il y a (Where have we seen this before?) **engage in conversations, present ideas orally, reading and understanding; listen attentively and show understanding by joining in and responding**
- ❖ Vocab in book – print off if necessary (Francais Francais P37/38 vocab) Use French dictionaries to gather other vocabulary **use resources to improve understanding**
- ❖ Draw a plan of the garden and either label or number **present ideas pictorially and independently**

### Topic 5: La Maison

- ❖ Remind of previous lessons, incorporating all previous knowledge. Introduce Voici La Maison **engage in conversations; express ideas clearly from memory**
- ❖ Introduce Voici La Maison, show different places around the home. Identify some similarities with spellings, sounds, etc (doigt, noir, toit)
- ❖ Sheet to draw certain items in each room. Use knowledge from High Street – Dans la Rue Principale to say Dans ma maison, il y a.... Remind that if it is my and it is feminine that it is ma or mon for masculine, etc **Listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation**
- ❖ Various worksheets with different rooms around the house and different items to draw in the boxes. Find words in dictionary that would go in those rooms and create their own vocabulary
- ❖ Write / say sentences that say Dans ma maison, il y a ... or dans ma cuisine, il y a , etc **present ideas orally and pictorially**

### Topic 5: My family

- ❖ Basic vocab from all previous topics **engage in conversations; express ideas clearly from memory**
- ❖ Introduce My Family. Are there any words/sounds they recognise from before
- ❖ Worksheets with statements, sentences written in French and English questions so they can work out what each person is saying.
- ❖ To be able to say “In my family I have ...” **Listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation**
- ❖ Write a sentence or two about their family. Introduce the verb “to be called” so that they can then give more information about their family member. Remind how to say how old someone is so that they can also add that to information.
- ❖ Draw a picture in a frame of their family. **present ideas orally and pictorially**

### Topic 6: What time is it

- ❖ Recap on previous knowledge from all their French **listen attentively and respond appropriately; develop**

knowledge of English healthy and unhealthy food

- ❖ Give vocabulary for the food – look at spellings/sounds – can we work out a way to remember some? **Listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation**
- ❖ Make two columns on the board – children to say which column food goes in **present ideas orally**
- ❖ Listen to the song (give some of the children the flashcards and see if they can hold it up when they hear their word in the song) **appreciate songs in the language; explore patterns and sounds through songs; listen attentively to the spoken language; show understanding of words**
- ❖ Hold up the flash card and say C'est bon pour la santé ou C'est mauvais pour la santé? Children to respond with correct answer **listen attentively and respond appropriately; develop accurate pronunciation and intonation so that others understand; speak basic phrases and sentences; engage in conversations and respond to questions**

accurate pronunciation and intonation so that others understand; speak basic phrases and sentences; engage in conversations and respond to questions

- ❖ Introduce the topic of Quelle heure est il?
- ❖ Remind of telling the time in English using a large analogue clock. Remind of which hand is which
- ❖ Remind of numbers up to 12 initially then up to 60 **engage in conversations; express ideas clearly from memory**
  
- ❖ Initially teach o'clock, then half past, quarter past and quarter to. If time can add other times.
- ❖ Clock sheets with time drawn so they have to write the time.
- ❖ Comprehension worksheets so that they can see/tell what people are doing at a particular time **read carefully and show understanding of words and phrases in a written/pictorial way**

- ❖ Give children pictures and a sheet with two columns. Can choose whether to cut and stick in the columns or write the vocab and draw own image. Some might want other vocab so dictionaries could be used **read carefully and show understanding of words and phrases in a written/pictorial way; broaden vocabulary and develop ability to understand new words using a dictionary**

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