

# French

## **Progression of Knowledge**

Key substantive and disciplinary knowledge to be taught in each year group.

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SPEAKING			
NC- KS2- Aim- speak with increasing confidence, improving the accuracy of their pronunciation an	fluency and spontaneity, finding ways of communice d intonation.	iting what they want to say, including through dis	cussion and asking questions, and continually
NC L.O.			
- listen attentively to spoken language and show	understanding by joining in and responding		
- engage in conversations; ask and answer questi	ions; express opinions and respond to those of others	; seek clarification and help	
- speak in sentences, using familiar vocabulary, p	hrases and basic language structures		
	so that others understand when they are reading alo	ud or using familiar words and phrases	
	5 5	and of using function works and phrases	
- present ideas and information orally to a range	-		
- describe people, places, things and actions oral	y and in writing		
- explore the patterns and sounds of language th	rough songs and rhymes and link the spelling, sound	and meaning of words	
- describe people, places, things and actions oral	y		
Substantive Knowledge			
Three	Four	Five	Six
Know that basic vocabulary and short phrases that have been taught in the language units can be used to interact and communicate with others.	Know that they can communicate with others with improved confidence precision and express themselves more accurately.	Know that they can communicate on a wider range of topics and themes. By doing so, they can demonstrate their growing proficiency in using the language in various contexts.	Know that they can learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity, showcasing their ability to adapt and apply the language in various situations.
Disciplinary Knowledge			
Three Know how to communicate with others using	Four Know how to ask and answer questions based on	Five Know how to remember and recall a diverse	Six Know how to engage in short conversations on
simple words and short phrases covered in the	the language covered in the units and	range of vocabulary with increased knowledge,	familiar topics, responding with opinions and
units.	incorporate a negative reply if and when required, understanding the proper structures for negation in French.	confidence, and spontaneity, indicating a higher level of proficiency in their language use during conversations.	justifications where appropriate, using appropriate language structures and vocabulary.

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#### LISTENING

NC-KS2-Aim- understand and respond to spoken language from a variety of authentic sources

NC L.O. - listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language

Substantive Knowledge			
Three	Four	Five	Six
Know that listening to and enjoying short stories, nursery rhymes, and songs will develop their listening skills in another language.	Know that they can listen to longer passages and understand more of what they hear, improving their ability to comprehend extended spoken content, such as longer passages, stories, conversations, or presentations, understanding the main ideas and details conveyed.	Know that they can listen more attentively and for longer. Know that they can understand more of what they hear even when some of the language may be unfamiliar.	Know that they can listen to longer text and more authentic foreign language material, which might include authentic texts like native speaker conversations, radio shows or news broadcasts.
Disciplinary Knowledge			
Three	Four	Five	Six
Know how to recognize familiar words and short phrases covered in the units taught.	Know how to pick out key words and phrases covered in current and previous units, understanding longer passages by recognizing familiar vocabulary and language structures.	Know how to use the decoding skills they have developed. Decoding involves using language cues, prior knowledge, and context to understand and interpret unfamiliar words or phrases in spoken or written language. Know how to utilize these decoding strategies they have learned to aid their comprehension of unfamiliar language during listening activities.	Know how to learn to pick out cognates (words that are similar in form and meaning across different languages) and familiar words and learn to 'gist listen' (grasping the main ideas and overall meaning of the passage) even when hearing language that has not been taught or covered.

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READING				
NC – KS2 – Aim - discover and develop an a	ppreciation of a range of writing in the language studied	d.		
	ding of words, phrases and simple writing			
Substantive Knowledge	1			
Three	Four	Five	Six	
Know that they can begin to apply their	Know that they can read aloud short pieces of text	Know that they can start to decode the	Know that they can read French with increased	
phonics knowledge from phonics lesson 1 in	applying knowledge learned from 'Phonics &	meaning of unknown words using cognates	accuracy by applying knowledge learned from	
French to read familiar words and short	Pronunciation Lessons 1 & 2'.	(words with similarities in form and meaning	'Phonics Lessons 1 to 4,' including awareness	
phrases accurately.		across languages) and context to understand	of accents, silent letters, etc.	
		longer passages in the foreign language.		
Disciplinary Knowledge				
Three	Four	Five	Six	<b>Commented [MM1]:</b> Any others for this section?
Know how to understand the meaning in	Know how to understand most of what they read in	Know how to increase their knowledge of	Know how to decode French using bilingual	
English of short words they read in French.	French when it is based on familiar language, using	phonemes (distinct units of sound in a	dictionaries online, to improve their	
	their understanding of context, vocabulary and	language) and letter strings (combinations of	independent language learning and problem-	
	grammar.	letters) improving their phonetic awareness,	solving abilities when encountering unknown	
		spelling, and pronunciation skills, which are	language elements.	
		essential for effective reading and decoding of		
		longer passages.		



WRITING			
NC - KS2 - Aim - can write at varying length, f	or different purposes and audiences, using the vari	ety of grammatical structures that they have learnt	
NC L.O.			
- broaden their vocabulary and develop their ability	y to understand new words that are introduced int	o familiar written material, including through using a	dictionary
- write phrases from memory, and adapt these to c	reate new sentences, to express ideas clearly		
- describe people, places, things and actions in writ	ing		
- explore the patterns and sounds of language thro	ugh songs and rhymes and link the spelling, sound	and meaning of words	
- understand and respond to written language from	a variety of authentic sources		
Substantive Knowledge			
Three	Four	Five	Six
Know that a model or vocabulary list can be used to write familiar words and short phrases and to practice constructing their own short sentences accurately and effectively. For example: I play the piano.' I like apples.'	Know that they can use short phrases built on familiar topics to help them communicate in writing about familiar aspects of their lives.	Know that familiar language incorporating connectives/conjunctions, a negative response, and adjectival agreements (matching gender and number) can be used to write paragraphs.	Know that they can use language from a variety of units covered and adapt any models provided to show solid understanding of any grammar and vocabulary covered when writing a piece of text.
Disciplinary Knowledge			
Three	Four	Five	Six
Know how to use a model or list of vocabulary to write familiar words and short phrases and to practice constructing their own short sentences accurately and effectively.	Know how to begin to use connectives/conjunctions and the negative form where appropriate.	Know how to manipulate the French language and be able to substitute words for suitable alternatives. This involves vocabulary expansion, understanding word context, and finding appropriate synonyms or expressions to convey similar meanings effectively.	Know how to incorporate conjugated verbs (verbs modified to agree with the subject) and be comfortable using connectives/conjunctions to link ideas, employ adjectives to describe nouns, and use possessive adjectives to show ownership.

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#### GRAMMAR NC - KS2 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. Substantive Knowledge Three Four Five Six Know that they can better understand the Know that a thorough understanding of Know that they can start to understand the Know that revision of gender and nouns is concept of noun gender and the use of articles. concept of gender and which articles to use for needed in order to learn to use and recognize the gender and nouns, the use of the negative meaning (EG: 'the', 'a', or 'some')." terminology of articles (EG: definite, (e.g., 'the'), form to express negation, adjectival indefinite (e.g., 'a'), and partitive (e.g., 'some'). agreement rules for proper noun-adjective and to understand better the rules of adjectival agreement, and the correct usage of agreement, ensuring adjectives match the gender possessive adjectives to indicate ownership and number of the nouns they describe, and will strengthening their grasp of essential improve their use of possessive adjectives to grammar elements in sentences related to indicate ownership. school subjects and expressing personal preferences. Disciplinary Knowledge Three Four Five Six Know how to use the first-person singular Know how to start to use simple adjectival Know how to start to explore full verb Know how to explore and become familiar version of high-frequency verbs, (e.q.: 'I like...' 'I agreement (e.g.: adjectival agreement when conjugation (e.g.: 'I wear...', 'he/she wears...') and with a broader range of play...' 'I am called...') to express actions and describing nationality), the negative form, and also be able to describe clothes in terms of colour connectives/conjunctions to improve their possessive adjectives (e.q.: 'In my pencil case I ideas from their perspective. (e.g.: 'My blue coat'), advancing their language ability to link ideas in sentences and create have...' or 'In my pencil case, I do not have...') proficiency by incorporating more complex more complex and coherent text and start to sentence structures and verb usage. introduce full verb conjugation, including both regular and irregular verbs, such as 'to go,' 'to do,' 'to have,' and 'to be' in their work, enhancing their language proficiency and fluency by incorporating a wider variety of verbs and connective words.

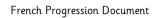
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### Key Vocabulary Cycle A and B

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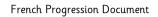
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   | ats (I)  |  |   | The We   | ekend (P)  
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  | English   | 1   | Freich   
   | English  | Freich   
  | Eujish  | les habitats  | the habitats   
   | k Groenland  | Greenland  | ie week-end   | the weekend  | Il est nidi.   
   | It is middey.  |
| 0        | un livre   | a reading book   
   | j'ai  
  | I have  |     | ks abergines   
   | the advergines   | n klode_/d   
  | are kilo of .   | Les oninaux et les plartes<br>ort besoin de/d'  | The onimals and the plants need  
   | 1 le chaneou   | the conel  | Quelle heure est-   | 9 What time is it?   | Il est niruit.   
   | It is nichight,  |
| <u>N</u> |  |  
   | je n'oi pos de  
  | I do not have   |     | les épients  
   | Australia  | 🔒 un demi kilo de., /  
  | í, hefeklerf,   | Les oninaux et les plantes<br>ont bessin d'un obri.   | The onimals and the plants<br>need shelter.  
   | 🖌 le lepin   | the rabbit   | et quart  | quarter past   | je ne lêse.  
   | I get up.  |
| 4        | un cahier  | an exercise book   
   |   
  |   |     |  
   | the spirach  | un demi kilo de., /  
  | a . I NOT C KIIC KT.  | Les onimaux et les plantes<br>ont besoin de nourriture.   | The animals and the plants need food.  
   | Cours blosc  | the polor bear   | et denie  | half past  | Je prends non petit<br>déjeuner.   
   | I have my breakfast,   |
| 7        | un croyon  | o pencil   
   | Quiest-ce qu'il y a dons ta<br>trousse ?  
  | your pencil case?   |     | (%) les signors  
   | the orions   | Je voudrois.   
  | I wald like   | Les oninaux et les plartes<br>ont besoin d'oir.   | The onimals and the plants need air.   
   | k singe araignée   | the spider mankey  | noins le quart  | quarter to   | Je regarde la télé,  
   | I watch television.  |
| 1        | un stylo   | e pen  
   | Dans no trousse j'ai  
  | In my percil case I have  |     | 📌 les corgettes  
   | the courgettes   | śi vaus piał   
  | please  | Les oninaux et les plartes<br>ort besoin de soleil.   | The origals and the plants need sun.   
   | le requin  | the shork  | Il est une heure  | It is one o'clock.   | 🔓 Je lis des bandes dessinées.   
   | I read comic backs.  |
| 6        | un taile-crayan  | a sharpener  
   | Dans ma trousse je  
  | In my pencil case I do not  |     | les tonctes  
   | the tonctoes   | et   
  | and   | Les oninaux et les plantes<br>ont besoin d'eou.   | The animals and the plants need water.   
   | habite   | (he/she/it) lives  | I est deux heure  | It is two o' clock.  | 🧯 Jécsute de lo musique.   
   | I listen to nusic.   |
|          | un sec è des   | o ruckstock  
   | n'ai pas  
  | have.<br>my (masculine singular   | - 1 | / les haricots verts   
   | the green beans  | borjour  
  | ielo  | 👔 la forêt tropicale  | the tropical rainforest  
   | habitent   | (they) lise  | Il est trois heure  | It is three o'clock.   | Je joue à l'ordinateur.  
   | I play on the computer.  |
|          |  |  
   | non   
  | nours)<br>ny (ferninine singular  |     | 4  
   |  |  
  |   | la proirie  | the meadow   
   | dans   | *  | Il est quatre heur  | s. It is four o'clock.   | Je joue au fast.   
   | I play faotball,   |
|          | une colculatrice   | e colculator   
   | no  
  | ny (teninne siguer<br>nours)  |     | ks petits pois   
   | the pecs   | Je peux vaus aic   
  | r? ConIhelpyou?   | Tecéan  | the ocean  
   | 🚆 les algues   | the securceds  | Il est cinq heure   | It is five o'clock.  | 🧍 Je vois à la piscire.  
   | I go to the swimming pool.   |
|          | un bâton de colle  | o glue stick   
   | 1165  
  | ny (plural nouns)   | 6   | ks champignans   
   | the nushrooms  | Cest text 7  
  | Is that all/Anything else?  | k désert  | the desert   
   | ks grands arbres   | the tail trees   | I lest six heures   | It is six o'clock.   | 🧯 Je vois ou cinémo.   
   | I go to the cinema.  |
| _        | une règle  | o ruler  
   | et  
  | and   |     | 🁏 les carottes   
   | the carrots  | Cest conbien   
  | Haw much is that?   | IArctique   | the Arctic   
   | ies buissons   | the bushes   | I est sept heure  | It is seven o'clock.   | 🌛 Je ne couche.  
   | I go to bed.   |
|          | une gomme  | a nibber   
   |   
  |   |     | les ponnes de terre  
   | the potatoes   | nerci  
  | fierkyou  | est un habitat dars   | _is a habitat in_  
   | y les cactus   | the conti  | Il est huit heure   | It is eight o'clock.   | et   
   | erd  |
| 14       |  |  
   |   
  |   |     | - V.   
   |  |  
  | -   | k Sahara  | the Sahara   
   | ks plantes résistantes   | the hardy plants   | I est neuf heure  | It is nine o'clock.  | après .  
   | efter  |
| P        | une trousse  | a pencil case  
   |   
  |   |     |  
   |  | os-revoir  
  | grothie   | K l'Anazonie  | the Anazon   
   | pousse   | (he/she/rt) grows  | Il est dix heure  | It is ten o'clock.   | aussi  
   | diso   |
| 0        | des ciseaux  | a poir of scissors   
   |   
  |   |     |  
   |  | Dard non panier  
  | i, Inny baket I have,   | le parc national  | the South Downs national park  
   | poussent   |  |   |  |  
   |  |
|          |  |  
   |   
  |   |     |  
   |  |  
  |   | des South Downs   | The alloth covers harrond park   
   | passen   | (they) grow  | I est orze heure  | It is eleven o'clock,  | plus tard  
   | later on   |
|          |  |  
   |   
  |   |     |  
   |  |  
  |   | des Seuth Downs   | the Pacific Ocean  
   | passa  | (they) grow  | I) est doze heure<br>I) est doze heur   |  | plus tard<br>finalement  
   | later on<br>finally  |
|          |  |  
   |   
  |   |     |  
   |  |  
  |   |   | the Pacific Ocean  
   |  | (They) grow  |   | It is twelve ó'clock.  | findement  
   | fedly  |
|          |  | Fami   
   | ly (I)  
  |   | ╋   |  
   | Rom  | ans (I)  
  |   | I'Ocian Pocifique   | the Pacific Ocean<br>At sch  
   | ool (P)  |  | Il est deuze heur   | D' is twelve rédock.<br>Me in the  | findenent<br>e world (F  
   | firdly<br>D)   |
|          | Freich   | Fami   
   | French  
  | English   |     | Pech St  
   | gish Freeds  | ans (I)  
  | b Depth   | Presch  | the Pacific Dasen At sch Erglidh   
   | ool (P)  | (They) grow<br>English<br>I have   | Il est duze heur  | It is twelve clock.<br>Me in the<br>English  | Findement<br>e world (F  
   | findly<br>D)<br>English  |
|          | Fresh<br>ktosk<br>kvis   |  
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  | English<br>In lea an alling i Sundar, a assoul<br>In Linux Jonder.  | ł   |  
   | glah Presh<br>Innet Information  | English Pro  
  | h Byth<br>may Instrum   | Presch  | the Pacific Cean<br>At sch<br>English<br>a reading back  
   | ool (P)  | English  | I est duze heur<br>Franch<br>2e m'appelle.  | It is twelve of dock.  | Findement<br>e world (F  
   | frdly  |
|          | ictanie<br>Ionies<br>Iopadraine  | English<br>Rectority<br>Ne serber<br>The guidestfor  
   | Frenk Arbite Heart Stars | n lee systige indes waters<br>'na Desestader.<br>'Na Desestader.   
  |     | infranc fut<br>Viljels for<br>Teniskilan for   
   | gift freek<br>Inst intercent<br>Igel khuligased<br>ryden braaks  | English         Free           Na suarahi         2 Japita           Na suarahi         3 Japita  | n Depte<br>man Dearson<br>main (constitution<br>main (constitution)  
  | Presh   | the Profile Coson           At sch           English           a reading back           an exercise back   | OOI (P)<br>Freedh<br>j'e' ini joot de<br>Quiert-ce quil y a dara ta  | English<br>I have<br>I do not have<br>What do you have in  
   | I est duze herr<br>French<br>Ze mispele.<br>Jhaite.   | It is teelee clock.  | Findement<br>e world (F<br>Freech<br>perus que<br>Ty y des définés de chers.   | Fieldy   |
|          | ictarile<br>brain  | English<br>fecturaly<br>fecturaly  
   | French by<br>Antoise friend stamp? Bry<br>On (all whites  
  | n for avstillige briffers in sitten?<br>No, Elsees briffer.   |     | Infrans Infr<br>Silgent Infr<br>Trainiskilen Infran<br>Trainiskilen Infran   
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	Year 3/4 cycle A	Year 3/4 cycle B	Year 5/6 cycle A	Year 5/6 cycle B
1	Phonics lesson 1 (x)	Phonics lesson 1 (x)	Phonics lesson 3 (x)	Phonics lesson 3 (x)
	I'm learning French (E)	Fruit (E)	At the café (l)	The Date (I)
2	Phonics lesson 2 (x) Ancient Britain (E)	Phonics lesson 2 (x) Musical instruments(E)	Phonics lesson 4 (x) Pets(I)	Phonics lesson 4 (x) My home (l)
3	Animals (E)	I can (E)	Presenting myself (I)	Planets (P)
4	Seasons (E)	Ice-cream (E)	World War II (P)	What is the weather? (I)
5	In class (I)	Vegetables (E)	Habitats (I)	The Weekend (P)
6	Family (I)	Romans (I)	At school (P)	Me in the world (P)

Key	x	Extra Teaching Unit
	E	Early Language Unit
Sold Barris	T	Intermediate Language Unit
51	Р	Progressive Language Unit

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#### Year 3/4 Cycle A

Half term	Phonics	Speaking, listening, reading and writing	Grammar
1		Substantive Learning Objectives	
Phonics	Start to know the pronunciation of all the	Know where the main cities are on a map of France	Start to learn that French has a
lesson 1	consonants and vowels.	with support.	different grammatical structure than
(x)			English. For example, an adjective
	Know the first 4 out of a total of 18 essential	Know some of the French speaking countries in the	comes after the noun.
l'm	French sound patterns / phonemes	world.	
learning			Start to understand that adjectives
French (E)	CH OU ON OI	Know some facts about France.	can change spelling depending if the
	Know the OI sound in trois & noir, the ON sound in marron and the OU sound in rouge	Know their personal details in French, and ask for	noun is masculine, feminine, singular or plural. Know that some adjectives
	in marion and the OO sound in rouge	Know their personal details in French, and ask for the same information back with some support.	do not change to agree with the noun.
	Attempt to pronounce French names correctly,	the same mormation back with some support.	ao not change to agree with the hour.
	with support.	Know the numbers 1-10 clearly in French and spell	
		some of these numbers.	
	Know that some consonants in French words may		
	be silent at the end of a word. For example, t, r,	Know the ten key colours in French, and spell some	
	c, x and s.The 's' in gris, 't' in vert and violet, 'c'	of these colours.	
	in blanc, 'x' in deux and the 's' in trois.		
		Know basic greeting in French.	
	Becoming more familiar with the French 'r' sound		
	as seen in noir, orange, gris, marron, vert, rouge,	Know that some greetings are formal and informal.	
	trois & quatre. Made from the back of the		
	mouth, not the front.		
		Disciplinary Learning Objective	
	Know how to move their mouth to pronounce	I know how to locate France and some French	Start to know how to change
	some phonemes correctly.	speaking countries on a map.	adjectives so they agree with the noun
		· - ·	by sometimes adding an e, s or es.
	Know how to pronounce ç in 'ça va?' (with a soft	Know how to identify the French flag.	
	c).		

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	Know how to look for cognates first (such as bleu	Know how to say the numbers 1-10 clearly in	
	for blue) and associating word and phrases to	French and know how to spell some of these	
	images to help with memory.	numbers.	
	· · · · · · · · · · · · · · · · · · ·		
	Know how to use elision like in Je m'appelle by	Know how to say, identify from listening and read	
	dropping of the last letter of a word (in this case	the ten key colours in French, and spell some of	
	the 'e' in me) and replacing it with an	these colours correctly.	
	apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in	Know how to identify some of the similarities	
	order to facilitate pronunciation. It is not optional	between French and in English, in the context of	
	in French.	numbers and colours.	
		Know how to ask and answer some basic greetings	
		in French.	
		Know how to ask and say 'my favourite colour is'	
		in French, with support.	
2		Substantive Learning Objectives	
Phonics	Know the pronunciation of each letter in the	Know the 6 key periods of Ancient Britain in	
Phonics lesson 2	Know the pronunciation of each letter in the alphabet.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct	
Phonics	alphabet.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell	
Phonics lesson 2 (x)	alphabet. Know that normally d, p, s, t and x are not	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct	
Phonics lesson 2 (x) Ancient	alphabet.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy.	
Phonics lesson 2 (x)	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French.	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a vowel or a consonant.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French. Know that I can use all my new knowledge to	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French.	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a vowel or a consonant.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French. Know that I can use all my new knowledge to	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a vowel or a consonant. Know that the letter H is always silent.	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French. Know that I can use all my new knowledge to	
Phonics lesson 2 (x) Ancient	alphabet. Know that normally d, p, s, t and x are not pronounced at the end of a word. Know that x can be tricky and changes pronunciation if the next word is followed by a vowel or a consonant. Know that the letter H is always silent. Becoming more familiar with the French 'r' sound	Know the 6 key periods of Ancient Britain in French, (attempting them in the correct chronological order) in French and attempt to spell them with relative accuracy. With the aid of a model, know the vocabulary for the different ages, the type of house and the weapons they had in French. Know that I can use all my new knowledge to	

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	Know how to pronounce the following phonemes	Know how to use the high frequency verb 'je suis' (I	
	with support.	am) in French.	
	I IN IQUE ILLE	Know how to use the high frequency verb 'j'ai' (I	
		have) in French.	
	Know how to pronounce the vowels in French		
	with support.	Know how to use the high frequency verb 'j'habite'	
		(I live) in French.	
	Know how to pronounce the CH sound in fleche,		
	OU sound in bijoux, ON sound in bronze, Anglo-	Know how to say I am a man or woman from the	
	Saxons, maison & ronde and OI sound in histoire	stone age, bronze age or iron age in French from	
		memory and attempt to spell this too.	
	Know how to use liaison. The final letter 's' of		
	suis which would normally be silent is	Know how to say I have at least one hunting tool	
	pronounced like a letter 'z' as the word suis is	as a man or woman from the stone age, bronze	
	followed by a word beginning with a vowel (here	age or iron age in French.	
	a 'u' in un or une).		
3		Substantive Learning Objectives	
Animals	Know that laison occurs and the normally silent	Know the verb 'je suis' (I am) in French.	Know what a noun and
(E)	's' is pronounced almost like a 'z'.		article/determiner is in English.
		Know the 10 animals in French with their correct	_
	Know that nasal sounds are used in French by	article/determiner but may need to look at the	Know what a verb is and that 'I am'
	starting to explore the four French nasal sounds	vocabulary sheet first if/when attempting all the	comes from the verb 'to be' in English.
	(on, un, in and an). This sound does not exist in	spellings.	
	English and is made through the nose not the		Know that nouns in French can have
	mouth! Words like cochon, singe and mouton.		different articles based on their gender
			(masculine and feminine nouns),
			looking more closely at two indefinite
			articles/determiners un (for masculine
			nouns) and une (for feminine nouns).



			Start to know the 1st person singular
			conjugation of the high frequency
			irregular verb être (to be) in French.
		Disciplinary Learning Objectives	
	Know how to pronounce the CH sound in cheval,	Know how to say/write at least one short phrase	Know how to build a short simple
	OU sound in souris & mouton, ON sound in	using the verb 'je suis' (I am) and an animal in	sentence in French using the personal
	cochon & mouton and OI sound in oiseau	French.	pronoun (je) with a conjugated verb
			(suis), an indefinite article/determiner
	Know how to use silent letters and liaison. 'D' is	Know how to explore and understand better that	(un or une) and a noun (in this unit an
	not pronounced in canard and the last 's' is not	articles/determiners work differently in French than	animal).
	pronounced in souris. The last 's' is however	they do in English and that the article/determiner	antinat).
	pronounced in the word suis as seen in lesson 5.	needs to be learnt alongside the noun.	Know how to categorise nouns by
	Here it is in front of the indefinite article/	needs to be learne atoligside the noun.	gender (un or une).
	determiners un and une that start with a vowel.		gender (un or une).
	aeterminers un ana une that start with a vowei.		
	Know how to look out for cognates (such as lion)		
4	and using pictures to help.	Substanting Learning Objections	
4		Substantive Learning Objectives	
Seasons	CH OU ON OI	Know, name, recognise and remember all four	Know the nouns and
(E)		seasons in French.	determiners/articles for the four
	Know the ON sound in saison, OU sound in		seasons in French.
	poussent and the OI sound in oiseaux	Know and use the conjunction 'et' (and) in our	
		spoken and written responses.	Know that there are more words for
	Know that there are lots of silent letters in		'the' than in English.
	French. For example, we will see that the letter 't'		
	is not pronounced in 'et', 'est' and the 'd' is not		
	pronounced in 'chaud'.		
		Disciplinary Learning Objectives	
	Know how to say words with some final	Know how to use the conjunctions 'et' (and) and	Know how to construct a sentence in
	consonants being silent letters in French.	'car'(because),	French, using a model sentence for
	, i i i i i i i i i i i i i i i i i i i		support.
		Know how to ask and say which is our favourite	
	Knowing how the French 'r' sound as seen in	Ritow now to use und sug which is our favourite	
	knowing now the French 'r sound as seen in hiver, printemps, car and préférée makes a guttural R sound. Beginning to notice that this	season in French using model writing.	

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	sound is made from the back of the mouth, not the front.	Know how to say why it is our favourite season in French.	
5		Substantive Learning Objectives	
In class (1)	I IN IQUE ILLE Know the I sound in lisez, silence, calculatrice, livre & ciseaux and the ille sound in taille. Know that j'ai is formed by the dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. Know that it is not optional in French. Know how to hear and see that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.	Substantive Learning Objectives         Know from memory a selection of nouns and indefinite articles for common classroom objects.         Know j'ai ('I have') before starting to learn the negative reply je n'ai pas de/d' (I don't have).         Know some simple classroom commands and respond to them.         Disciplinary Learning Objectives         Know how to describe what we have and do not have in our pencil case.         Know how to interview others in class using a survey on what they have and do not have in their pencil case.	Know that not consists of 2 words ne pas which is positioned on either side of the verb. Know that nouns in French have gender and that this affects the choice of article/determiner.
		Know how to use the negative in French using a model.	
6		Substantive Learning Objectives	
Family (I)	I IN IQUE ILLE Know that in je m'appelle/il s'appelle/elle s'appelle/j'ai a letter is replaced by a comma. The dropping of the last letter of a word (as in the 'e'	Know the nouns for family members in French from memory.	Know that there are three words in French mon, ma, mes for our one word 'my' in English.

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in me or se), replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h is done in order to facilitate pronunciation in French.		Know and understand possessive adjectives better in French ('my' form only).
	Disciplinary Learning Objectives	
Know how to pronounce words where the final	Know how to describe their own or a fictitious	Know how to use the possessive
consonant ('s') is not pronounced in appelles, ans,	family in French by name, age and relationship.	adjective my in French.
soeurs, mes grands-parents, les or parents.		
	Know how to count up to 100 in tens in French.	
To know how to pronounce the IN sound in cinq		
& cinquante, the I sound in famille, Lisa,	Know how to ask and answer questions about	
Jacqueline, petite & fille, the ILLE sound in	family members using a model.	
famille & fille and IQUE sound in unique.		

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#### Year 3/4 cycle B

	Start to know the pronunciation of all the	Substantive Learning Objectives	
lesson 1 (x) S	Start to know the pronunciation of all the		
P C A C K W F g d K W P t t K W V V V V V V V V V V V V V V V V V V	consonants and vowels. Know the first 4 out of a total of 18 essential French sound patterns / phonemes CH OU ON OI Attempt to pronounce French names correctly, with support. Know that some consonants in French words may be silent at the end of a word. For example, t, r, c, x and s. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. Know which letters are silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. Know that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent	Know, name, recognise and remember up to 10 fruits in French, including the correct article/determiner. Know that the negative form in French is 'nepas' and surrounds the verb being used.	Know that nouns in French are either masculine or feminine. Know that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Know that the plural definite article/determiner is less in French and seeing that this is not affected by gender. There is only one plural option.

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	abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. Know that the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.		
		Disciplinary Learning Objectives	
	Know how to move their mouth to pronounce some phonemes correctly.	Know how to spell some of the nouns with their correct article/ determiner.	Know how to make the fruits plural in French.
	Know how to pronounce ç in 'ça va?' (with a soft c).	Know how to ask somebody in French if they like a particular fruit.	
	Know how to look for cognates first (such as bleu for blue) and associating word and phrases to images to help with memory.	Know how to say what fruits we like and dislike in French. Know how to ask a question about what fruits	
	Know how to pronounce the OI sound in trois & noir, ON sound in marron and OU sound in rouge.	others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.	
2		Substantive Learning Objectives	
Phonics lesson 2 (x)	Know the pronunciation of each letter in the alphabet.	Know, name and recognise up to 10 instruments in French.	Know the high frequency verb 'jouer' in first person singular only.
Musical instruments(E)	Know that normally d, p, s, t and x are not pronounced at the end of a word.	Know, recognise and learn cognates such as triangle, piano, clarinette.	Know that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality.



Know that x can be tricky and changes pronunciation if the next word is followed by a vowel or a consonant.		Know the three definite articles le, la and les (l' is not seen in this unit), learning how to categorise nouns in French by their determiner,
Know that the letter H is always silent.		gender and plurality.
Becoming more familiar with the French 'r' sound as seen in ronde & bronze. Made from the back of the mouth, not the front.		
CH OU ON OI		
Know the OU sound in joue and ON sound in non and violon		
Know that when the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.		
Start to know the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like violon and instruments.		
	Disciplinary Learning Objectives	
Know how to pronounce the following phonemes with support. I IN IQUE ILLE	Know how to say 'I play an instrument' in French. Know how to spell some of these nouns with their correct definite article/determiner in French.	Know how to use a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue.
Know how to pronounce the vowels in French with support.	Know how to build a short phrase in French using personal pronoun (je), conjugated verb 1st person	

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	Know how to pronounce the CH sound in fleche, OU sound in bijoux, ON sound in bronze, Anglo-Saxons, maison & ronde and OI sound in histoire Know how to use liaison. The final letter 's' of suis which would normally be silent is pronounced like a letter 'z' as the word suis is followed by a word beginning with a vowel (here a 'u' in un or une).	verb (joue), and partitive article (du, de la or des), choosing and ordering these words accurately.	
3		Substantive Learning Objectives	
I can (E)	CH OU ON OI Know some silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.	Know, recognise, remember and spell 10 action verbs in French. Know that the negative form in French is 'ne pas' and surrounds the verb being used.	Know what a modal verb plus infinitive is. Know that je peux comes from the modal verb pouvoir and translates as 'I am able' is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.
		Disciplinary Learning Objectives	
	Know how to pronounce the CH sound in chanter and OU sound in jouer d'un instrument. Know how to pronounce the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser and chanter.	Know how to use the verbs in the infinitive to form positive and negative sentence structures with the first-person conjugation of the modal verb pouvoir (to be able) 'je peux' (I am able) and 'je ne peux pas' (I am not able). Know how to combine positive and negative sentence structures to form longer and more	Know how to use a modal verb plus infinitive using a model sentence.

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4		complex sentences using the conjunctions 'et' (and) & 'mais' (but) using a model. Know how to extend sentences with the conjunctions et (and) & mais (but) in French, using a model. Substantive Learning Objectives	
Ice-cream (E)	CH OU ON OI Know the ON sound in citron and CH sound in pistache. Know the silent letters s and t. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'.	Know, name, recognise and remember up to 10 ice-cream flavours in French. Know 'please' and 'thank you' in French. Know the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like, 'please' and 'thank you'.	Know that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. Know the high frequency verb conjugation je voudrais. Learning that je voudrais is the verb conjugation for I would like/want (from the verb vouloir to want).
		Disciplinary Learning Objectives	
	Know how to pronounce the guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front.	Know how to spell some of the flavours. Know how to use the structure 'je voudrais' plus an ice-cream flavour. Know how to say whether they would like a cone or pot and possibly how many scoops. Know how to look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help.	
5		Substantive Learning Objectives	·

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Vegetables (E)	CH OU ON OI Know the CH sound in champignon and the ON sound in oignon Know that the letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liason. The final 's' in les remains SILENT when used with haricots	Know, name, recognise and recall from memory up to 10 vegetables in French. Know the high frequency verb je voudrais from the verb vouloir, to want in French. Know simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.	Know that the plural definite article/determiner (the word for 'the') is les in French does not change. Both the noun and definite article/determiner in French change in plural form. This does not happen in English.
	verts.	Disciplinary Learning Objectives	
	Know how to use liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines.	Know how to spell some of the nouns with their plural article/determiner. Know how to do a role-play at a French market stall with the support of model sentences with some children having enough language from memory to perform a short role-play. Know how to look for cognates first (such as carottes and tomates).	
6		Substantive Learning Objectives	
Romans (1)	Know the É sound in Rémus, légende & Jésus; E sound in le & selon; the È sound frère, père, mère & athletes, the EAU sound in jumeau and the EUX sound in deux & dieux Know the silent letters like 's' is not pronounced in les and the 't' is not	Know the key facts of the history of Ancient Rome in French. Know how to say and spell the days of the week in French. Know some/all of the most famous Roman inventions in French.	



pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French.	Know the key phrases on life as a child in Ancient Rome.	
	Disciplinary Learning Objectives	
Know how to pronounce the four French nasal sounds (on, un, in and an) like latin, lundi, garçon, dimanche, mange and viande These sounds do not exist in English and are made through the nose not the mouth!	Know how to write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French with model sentences as support. Know how to describe what they wear and do not wear, what they eat and do not eat and whether they work or still go to school with vocabulary and model sentences available.	Know how to change sentences from the positive to their negative form using the structure nepas de/d'

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#### Year 5/6 cycle A

Half term	Phonics	Speaking, listening, reading and writing	Grammar
1		Substantive Learning Objectives	
Phonics lesson 3 (x)	É E È EAU EUX	Know and recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé,	Know that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand
At the café (I)	I IN IQUE ILLE Know the silent letters, hearing and seeing the	improving their cultural knowledge of France.	better how to make singular nouns plural in French so more than one of each item
	silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!	Know about French currency.	can be ordered from the choice of food, snacks and drinks.
		Disciplinary Learning Objectives	
	Know how to pronounce the sound IN sound in cinquante and the I sound in sandwich, limonade, grenadine & brioche. Know how to pronounce É E È EAU EUX	Know how to make nouns plural in French. Know how to order in French what they would like to eat and drink in a role-play.	
		Know how to perform role-plays as waiter/customer in a French 'salon de thé'.	
2		Substantive Learning Objectives	
Phonics lesson 4 (x)	Know the É sound in Cécile, the E sound in je & de and the EAU sound in oiseau	Know the nouns and indefinite articles for 8 common pets.	Know the 1st person singular conjugations of high frequency verbs je
Pets (I)	Know that the silent letters like 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' &'t' are often silent at the end of French words.	Know the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.	m'appelle, j'ai, je suis and j'habite, indefinite articles/determiners un and une and negative structure je n'ai pas de/d

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3



Know that 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. Know the 18 essential French sound patterns / phonemes CH OU ON OI I IN IQUE ILLE		
É E È EAU EUX		
QU GNE ç EN AN	Disciplinary Learning Objectives	
Know how to use the elision in 'Je n'ai pas d'oiseau'. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.	Know how to ask somebody if they have a pet and give an answer back. Know how to say in French what pet we have/do not have and give our pet's name. Know how to do a class survey and an extended final written task, in the form of an email reusing language that they have previously learnt in conjunction with new language.	
	Substantive Learning Objectives	

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Presenting myself (I)	I IN IQUE ILLE Know the IN sound in cinq and the I sound in huit, dix, Patrick, habite & Paris Know the silent letters like 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. Know the elision as seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.	Know the numbers to 20 in French (in Language Angels) and expand on number to 100. Disciplinary Learning Objectives	Know the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.
4	Know how to use liaison when a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.	Know how to ask somebody how they are feeling and give an appropriate response back. Know how to ask somebody their age, name, where they live and reply.	
4	Substantive Learning Objectives		
World War II (P)	QU Ç GNE EN AN Know that the silent letters like the 's' is not pronounced in français, anglais and the 'x' is	Know and understand the key facts of history from WW2 when described in French.	Know the language learning skills connected to recognising and categorising nouns, verbs and adjectives.

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	not pronounced in dangereux, as with the 't' which is not heard in et and amusant. This often happens when these letters are the last consonants in French.	Know, say and write in French the key countries and languages involved in WW2.	
		Disciplinary Learning Objectives	
	Know how to pronounce the QU sound in Tchécoslovaquie & tchécoslovaque, the Ç sound in français, the GNE sound in Allemagne & Pologne, the AN sound in Angleterre, amusant & dangereux and the EN sound in parents & enfumé	Know how to group and order words to decode unknown language. Know how to write a letter in a French home explaining what life is like as an evacuee living in the countryside. Know how to sing some of the language they have heard and read to be able to complete the final task: a letter in French, written as a child living during this period of history.	
5		Substantive Learning Objectives	
Habitats (I)	QU Ç GNE EN AN Know the silent letters like the 's' is not pronounced in bras, dans and the 't' is not pronounced in et or seulement and 'd' is not heard in chaud. The letters s, x, z, t, d, n and m are normally silent when at the end of a word. • '-ent' is not pronounced in habitent or poussent. This verb ending when seen on 3rd person plural present tense endings is never pronounced.	Know and name the 5 most common types of habitats. Know the regular verbs -er verbs habiter and pousser and in particular the 3rd person singular conjugation.	Know the two regular '-er' verbs POUSSER and HABITER and in particular the 3rd person conjugation of the two verbs.
		Disciplinary Learning Objectives	

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	Know how to pronounce the QU sound in arctique & queue, the Ç sound in balançant, the EN sound in endroit, parfaitement & seulement and the AN sound in dans, océan & année	Know how to say and write the key elements animals and plants need to survive. Know how to name an animal and a plant that live and grow in each type of habitat. Know how to say which animal and plant live in each habitat. The final oral and written task will build on this knowledge to include specific adaptations. Know how to name an adaptation of each plant and animal mentioned in the unit.	
6		Substantive Learning Objectives	
6 At school (P)	QU Ç GNE EN AN Know the silent letters like the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Know the elision j'étudie where the dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe, attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.	Know and name the subjects we study in school in French with the correct definite article/determiner.	Know the definite article le, la, l' and les.
		Disciplinary Learning Objectives	

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Know how to pronounce the QU sound in informatique & musique, the Ç sound in français, the AN sound in anglais, français, amusant & intéressant and the EN sound in sciences	Know how to extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Know how to tell the time by learning how to say time by the hour. Know how to explore the irregular, high frequency verb 'aller' (to go) in full. Know how to form positive and negative opinions on school subjects, justifying opinions using a survey, know how to put this in context in a role play.	Know how to use a full verb conjugation of the verb ALLER, which is a high frequency irregular verb, with a model for support. Know how to use opinions and justifications.
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#### Year 5/6 cycle B

Half term	Phonics	Speaking, listening, reading and writing	Grammar
1	Substantive Learning Objectives		
Phonics lesson 3 (x) The Date (1)	Know the silent letters like the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet.	Know the 12 months of the year in French. Know the structures involved for asking and saying the date and how to ask and say when your birthday is.	Know that the months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.
	Disciplinary Learning Objectives		
	Know how to pronounce the É sound in février, décembre and the E sound in septembre & novembre. Know how to pronounce the guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi, which is made from the back of the mouth, not the front.	Know how to ask what the date is and say the date in French. Know how to ask somebody when their birthday is and say when their own birthday is in French. Know how to integrate this new knowledge with previously learnt knowledge on your personal details.	
2	Substantive Learning Objectives		
Phonics lesson 4 (x) My home (I)	É E È EAU EUX Know the silent letters like the 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et.	Know the vocabulary for rooms in the house.	Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative

3



These two consonants are often silent when they are at the end of words. Know the elision in j'habite is formed by dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe, attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.	Dissirilingur, Legencing, Objectives	structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.
	Disciplinary Learning Objectives	
Know how to pronounce the E sound in appartement and the EAU sound in bureau.	Know how to say and write in French whether we live in a house or an apartment.	
Know how to pronounce the 18 essential French sound patterns / phonemes CH QU QN QI	Know how to say what rooms we have and do not have at home using the key structure chez moi il y a and chez moi in n'y a pas de/d'	
I IN IQUE ILLE	Know how to use the conjunction 'et' (and) to link two	
É E È EAU EUX	sentences together.	
QU GNE ç EN AN	Know how to do a final oral presentation and/or extended piece of writing detailing where they live and what there is or is not in terms of rooms, at home.	
	Substantive Learning Objectives	

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Planets (P)	QU Ç GNE EN AN Know that the silent letters like the 's' is not pronounced in planètes, and the 't' is not pronounced in et or seulement. These two consonants are often silent when seen at the ends of words in French.	Know, name and spell accurately some/all the planets in French on a solar map. Know the colours after some revision. Know the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. Disciplinary Learning Objectives	Know the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.
		Disciplinary Learning Objectives	
	Know how to pronounce the EN sound in centre & seulement and the AN sound in orange & grand(e) Know how to pronounce the guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front.	Know how to say and write extended sentences for at least one planet.	Know how adjectival agreement works. Know that adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun.
4		Substantive Learning Objectives	
What is the weather? (])	É E È EAU EUX Know that the silent letters like the 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words.	Know and recall the 9 weather expressions in French from memory.	Know that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.



	Disciplinary Learning Objectives		
	Know how to pronounce the E sound in le & de and the EAU sound in beau	Know how to ask what the weather is today and give a reply in French.	Know how to use il y a & faire in weather phrases.
	Know how elision happens as seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.	Know how to describe the weather in France, in French using a weather map with symbols. Know how to create their own French weather map and French weather forecast.	
5	Substantive Learning Objectives		
The Weekend (P)	QU Ç GNE EN AN Know that the silent letters like the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.	Know a range of conjunctions and opinions to be able to fully answer the question 'Qu'est-ce que tu fais le week-end?'	Know the first person singular high frequency verbs such as je vais and je joue. Know new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. Know new conjunctions and opinions for joining two phrases together and opinions.
		Disciplinary Learning Objectives	
	Know how to pronounce QU sound in quelle, informatique & musique, the AN sound in bandes, amusant, intéressant & fatigant and the EN sound in prends & finalement	Know how to tell the time in French using quarter past, half past and quarter to. Know how to say and write in French what we do at the weekend using two or more sentences. •	
	Know how elision happens as in J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an		

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	apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.	Know how to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences Know how to present an extended piece orally and a translation activity from English into French.	
6		Substantive Learning Objectives	
Me in the world (P)	QU Ç GNE EN AN Know that the silent letters like the 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string	Know that we have shared core values that we share with other countries, nationalities and religions.	Know the 1st person conjugation of the verb aller (to go) and je vais with the infinitive utiliser (to use) for the near future.
		Disciplinary Learning Objectives	
	Know how to pronounce QU sound in quel, qu'est-ce que, quelle & plastique, the Ç sound in ça & français, the GNE sound in montagnes, the EN sound in commence, Valentin & environnement and the AN sound in dans, Canada, musulman & France	Know how to say and spell some of the different countries and the relative capital cities in the French- speaking world and find them on a map. Know how to say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Know how to say and write something we do to help the planet.	

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