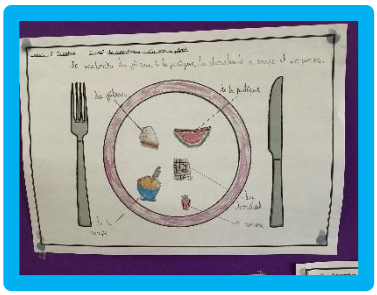
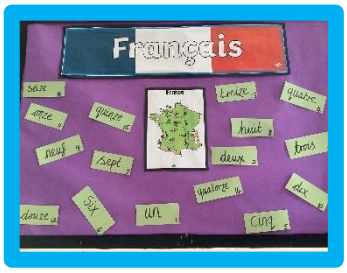
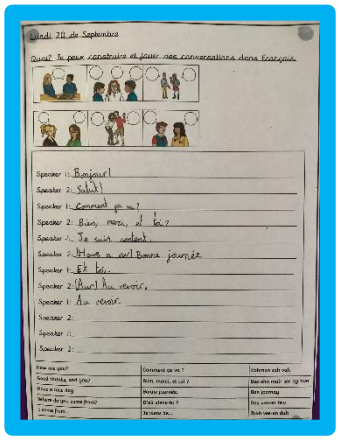
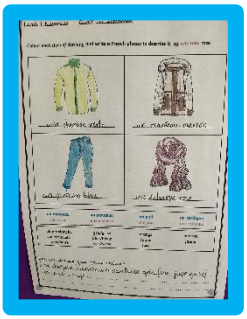
Language learning at Newtown Community Primary School

A Curriculum for Learning and Life











Intent: What we want for children at Newtown

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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.

The Newtown Curriculum enables children to develop their practical communication skills in Oracy, Literacy and Intercultural Understanding.

At all ages, children develop their ability to:

- Listen and respond verbally in and to the foreign language
- Read words, phrases and simple sentences in the chosen language
- Write words, phrases and simple sentences in the chosen language
- Deepen their understanding of the country/countries where the language is spoken
- Identify similarities and differences between lives here in the UK and those living in the countries where the language is spoken.

Think and Work Like a linguist

Implementation: How we deliver modern foreign languages and what it looks like in practice at Newtown

Curriculum planning

The National Curriculum is the starting point for our languages curriculum. The focus of modern language learning is on practical communication skills i.e., making ourselves understood in another language verbally and in written form as well as having the opportunity to experience and begin to understand other cultures.

Our French curriculum enables pupils to understand and communicate ideas, facts and feelings in speech and writing. The focus is on familiar situations where children have the fundamental vocabulary in English to draw upon.

Each themed unit of language learning is planned to build coherently across a series of sessions. Each unit draws on our central skills of oracy, literacy and intercultural understanding.

For example:

Newtown French Curriculum Overview

Year 3					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Felicitations!	**Moi!**	**La chenille qui fait des trous**	**Les animaux**	**Ma maison**	**Le temps**
Year 4					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Dans le restaurant	**Je m'habille**	**Ma famille**	**Le Corps**	**À Paris**	**Les vacances**
Year 5					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Le monster vert	**Bon anniversaire!**	**Passe-temps**	**Le monde**	**Dans la ville**	**Artistes françaises**
Year 6					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
À l'école	**L'heure**	**Mes amis**	**La santé**	**Le système solaire**	**Histoires françaises**

Build on prior learning, embedding most useful content

'Golden Threads'; the most useful content within French has been identified and the curriculum is structured to enable regular revisiting of this content throughout the curriculum progression.

For example:

Regular revisiting and extending of:

- *Les nombres*
- *Les jours et les mois*
- *Felicitations*
- *Les couleurs*
- *La nourriture*

Relevant contexts for learning

Learning French at Newtown is themed so that vocabulary acquisition has a context. The purpose of this is to aid the retention of new vocabulary and provide a relevant opportunity for the children to practice using the new language. All themes are linked to contexts that the children have an awareness of already in English.

For example:

In Year 3, 'Les animaux' is a 6-week unit all about animals. The children already know the names of animals in English and are familiar with what they look like, so have the base contextual knowledge in the first language in order to be able to transfer this into another language they are unfamiliar with.

In this unit, the children will not only have the opportunity to learn the name of animals, but also be able to answer and ask questions about pets and favourite animals. This will be done via the use of stories, videos and opportunity to communicate with each other.

Teaching

Children learn how to develop their oracy and literary skills in French as well as developing their intercultural understanding of the countries where this language is spoken.

Where possible, children also incorporate other curriculum areas with their language learning.

For example:

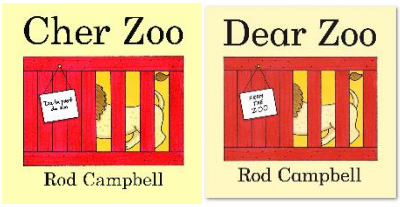
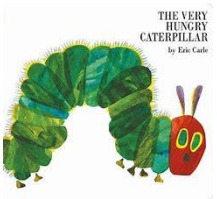
In Year 5, children will combine their geographical knowledge of the world with their French language acquisition skills in the unit 'Le monde'.

In LKS2, children will learn all about the parts of the body in French which links to their scientific learning about Humans and other animals.

Mathematical connections (e.g., learning of numbers, days of the week, months of the year) are recapped regularly in each year group to ensure these 'golden threads' are embedded.

Vocabulary and

Vocabulary acquisition is the foundation of practical communication in a new language and so is prioritised in each unit. Teachers are provided with clear guidance on when and how vocabulary should be introduced and revisited.

language use *For example:*	**Term 2 - All About Me** **Leçon 1** **I live…. J'habite…** Where do you live? Tu habites où? I live in… Trowbridge J'habite à… Trowbridge. And you? Et toi? **Mastery Vocabulary** house maison flat un appartement town une ville in dans with avec family famille I live in a house in a town with my family. J'habite dans une maison dans une ville avec ma famille. **Leçon 2** *Recap on numbers 1-20.* **Age Âge** One, two, three, four, five, six, seven, eight, nine, ten Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix How old are you? Quel âge as-tu? I am seven years old. J'ai sept ans. And you? Et toi? **Leçon 3** *Recap on numbers 1-20.* **The Body Le Corps** The hand La main The nose Le nez The mouth La bouche The eyes Les yeux The ear L'oreille The head La tête The feet Les pieds The neck Le cou The belly Le ventre The arm Le bras The leg La jambe The hair Les cheveux Le, la and les are the French equivalents for **the**. As French makes a distinction between "masculine and feminine objects", people use le for masculine things/persons and la for feminine things/persons. However, in the plural, only les is used whatever the gender is. **Play Simon Says in French.** **Leçon 4** *Recap on colours and parts of the body.* **Physical description of eye and hair colour** Hair les cheveux Eyes les yeux Eye l'oeil I have brown hair. *J'ai les cheveux bruns. I have blue eyes. J'ai les yeux bleus. What do you notice about placement of the words (hair/eyes/colour) in this sentence? In French, most adjectives are placed after the noun depending on their meaning. *This translates to 'I have hair brown' in English. **Leçon 5** **Assessment** Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports. **Children scoring:** less than 6 – working towards 6 - working at 8+ – working above **Leçon 6** **Christmas Noël** Merry Christmas! Joyeux Noël! Santa/Father Christmas Père Noël angel un ange game un jeu christmas tree un sapin de Noël gift/present un cadeau toy un jouet star une étoile reindeer un renne Christmas card une carte de Noël party une fête candle une bougie winter l'hiver snow la neige snowman un bonhomme de neige December décembre **Activity ideas:** Make French Christmas cards Dear…Cher/Chère… Merry Christmas! Joyeux Noël! From…De…
Assessment *For example:*	Authentic assessment is used to enable, both children and teachers to understand success. In all year groups a blend of product self-assessment criteria and low stakes quizzes are used. *At the end of each unit, there is a short quiz / assessment to provide the children with an opportunity to recap their learning.* *Regular recaps of prior learning are built into the program to ensure a*
Reading culture *For example:*	Where possible, teachers capitalise on opportunities to embed reading as a technical skill and for enjoyment within the French curriculum. *In Year 3, the familiar stories of The Hungry Caterpillar and Dear Zoo are shared with the children, which is then used to decipher the French version of the same story.*   

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages

Learning skills: Think and work like a global citizen

These are skills to embed across core language and global community languages (Language of the Term taught through class assemblies).

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. *Some examples may include:* Why do we learn other languages? How do we communicate with each other? Where in the world are these languages spoken? What can you find out about the country and its citizens? What is the climate of these countries? What is the history and culture of other countries? How does our culture compare to others around the world? How have other nations impacted the arts, sport and science? How do other countries celebrate religious festivals? (food, music, religion)	**Discovering new countries, cultures and languages.** What other investigative skills can we use to communicate? Investigate where the language is spoken in the world. Explore landmarks and geography. Research famous people and their positive influence on society. Discover traditional foods, drinks, celebrations, events, and songs.	**Interpreting our discoveries.** Gaining and understanding of what it would be like to live in … Identifying similarities and differences between cultures. Understanding that we are all different but all equal.	**Applying your understanding, skills and knowledge.** Share our knowledge and understanding with others through conversational language, singing songs and retelling stories. Using problem solving skills and prior knowledge to unpick linguistic unknowns i.e. Drawing on pictures, sounds and objects to help us interpret a language. Record learning in class assembly book as a reference point that is regularly revisited to embed learning and deepen understanding.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Prediction (Tower Hamlet)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Explanation (Tower Hamlets) Language of Description (Tower Hamlets)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Comparison (Tower Hamlets)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Retelling (Tower Hamlets)

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages

Year 3 Essential Knowledge and Understanding – Being a linguist

Oracy	Literacy	Intercultural Understanding
O3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words	IU3.1 Learn about the different languages spoken by children in the school IU3.2 Locate country/countries where the language is spoken IU3.3 Identify social conventions at home and in other cultures IU3.4 Make indirect or direct contact with the country/countries where the language is spoken

Proposed 25-minute lesson structure:

Starter

5-minute recap of previous learning

Input

10-minute conversation, learning new vocabulary

Activity

10-minutes to consolidate new learning (evidence displayed in purple French books through writing, pictures, annotated photographs of children engaging with learning etc.)

Plenary

Share outcomes and recap vocab

Remember to use classroom praise and instructions frequently:

super super
great bravo
very good trés bien!

sit down asseyez-vous
stand up levez-vous
look regardez
listen écoutez
repeat répétez
write the date/title écrivez la date/le titre
be quiet taisez-vous

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages			
Children working below	**Children working below**	**Children working below**	**Children working below**
(<% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)
Children working above	**Children working above**	**Children working above**	**Children working above**
(=>% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)

Year 4 Knowledge, Understanding and Skills for Modern Foreign Languages

Learning skills: Think and work like a global citizen

These are skills to embed across core language and global community languages (Language of the Term taught through class assemblies).

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. *Some examples may include:* Why do we learn other languages? How do we communicate with each other? Where in the world are these languages spoken? What can you find out about the country and its citizens? What is the climate of these countries? What is the history and culture of other countries? How does our culture compare to others around the world? How have other nations impacted the arts, sport and science? How do other countries celebrate religious festivals? (food, music, religion)	**Discovering new countries, cultures and languages.** What other investigative skills can we use to communicate? Investigate where the language is spoken in the world. Explore landmarks and geography. Research famous people and their positive influence on society. Discover traditional foods, drinks, celebrations, events, and songs.	**Interpreting our discoveries.** Gaining and understanding of what it would be like to live in … Identifying similarities and differences between cultures. Understanding that we are all different but all equal.	**Applying your understanding, skills and knowledge.** Share our knowledge and understanding with others through conversational language, singing songs and retelling stories. Using problem solving skills and prior knowledge to unpick linguistic unknowns i.e. Drawing on pictures, sounds and objects to help us interpret a language. Record learning in class assembly book as a reference point that is regularly revisited to embed learning and deepen understanding.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Prediction (Tower Hamlet)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Explanation (Tower Hamlets) Language of Description (Tower Hamlets)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Comparison (Tower Hamlets)	Language, culture, country, geography, landmark, society, religion, nation, community, global, international, national, world, continent, communication, people, citizen, communicate Language of Retelling (Tower Hamlets)

Year 4 Knowledge, Understanding and Skills for Modern Foreign Languages

Year 4 Essential Knowledge and Understanding – Being a linguist

Oracy	Literacy	Intercultural Understanding
O4.1 Memorise and present a short-spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics	L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory	IU4.1 Learn about festivals and celebrations in different cultures IU4.2 Know about some aspects of everyday life and compare them to their own IU4.3 Compare traditional stories IU4.4 Learn about ways of travelling to the country/countries

Proposed 25-minute lesson structure:

Starter

5-minute recap of previous learning

Input

10-minute conversation, learning new vocabulary

Activity

10-minutes to consolidate new learning (evidence displayed in purple French books through writing, pictures, annotated photographs of children engaging with learning etc.)

Plenary

Share outcomes and recap vocab

Remember to use classroom praise and instructions frequently:

super super
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very good trés bien!

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stand up levez-vous
look regardez
listen écoutez
repeat répétez
write the date/title écrivez la date/le titre
be quiet taisez-vous

Year 4 Knowledge, Understanding and Skills for Modern Foreign Languages			
Children working below	**Children working below**	**Children working below**	**Children working below**
(<% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)
Children working above	**Children working above**	**Children working above**	**Children working above**
(=>% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)

Year 5 Knowledge, Understanding and Skills for Modern Foreign Languages			
Learning skills: Think and work like a global citizen These are skills to embed across core language and global community languages (Language of the Term taught through class assemblies).			
Asking questions	**Finding things out**	**Making sense of what you found out**	**Using what you found out**
Design and create simple questions to investigate. *Some examples may include:* Why do we learn other languages? How do we communicate with each other? Where in the world are these languages spoken? What can you find out about the country and its citizens? What is the climate of these countries? What is the history and culture of other countries? How does our culture compare to others around the world? How have other nations impacted the arts, sport and science? How do other countries celebrate religious festivals? (food, music, religion)	**Discovering new countries, cultures and languages.** What other investigative skills can we use to communicate? Investigate where the language is spoken in the world. Explore landmarks and geography. Research famous people and their positive influence on society. Discover traditional foods, drinks, celebrations, events, and songs.	**Interpreting our discoveries.** Gaining and understanding of what it would be like to live in … Identifying similarities and differences between cultures. Understanding that we are all different but all equal.	**Applying your understanding, skills and knowledge.** Share our knowledge and understanding with others through conversational language, singing songs and retelling stories. Using problem solving skills and prior knowledge to unpick linguistic unknowns i.e. Drawing on pictures, sounds and objects to help us interpret a language. Record learning in class assembly book as a reference point that is regularly revisited to embed learning and deepen understanding.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
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Year 5 Knowledge, Understanding and Skills for Modern Foreign Languages

Year 5 Essential Knowledge and Understanding – Being a linguist

Oracy	Literacy	Intercultural Understanding
O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic	L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts L5.3 Write words, phrases and short sentences, using a reference	IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country IU5.2 Recognise similarities and differences between places IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

Proposed 25-minute lesson structure:

Starter

5-minute recap of previous learning

Input

10-minute conversation, learning new vocabulary

Activity

10-minutes to consolidate new learning (evidence displayed in purple French books through writing, pictures, annotated photographs of children engaging with learning etc.)

Plenary

Share outcomes and recap vocab

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Year 5 Knowledge, Understanding and Skills for Modern Foreign Languages			
Children working below	**Children working below**	**Children working below**	**Children working below**
(<% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)
Children working above	**Children working above**	**Children working above**	**Children working above**
(=>% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)

Year 6 Knowledge, Understanding and Skills for Modern Foreign Languages			
Learning skills: Think and work like a global citizen These are skills to embed across core language and global community languages (Language of the Term taught through class assemblies).			
Asking questions	**Finding things out**	**Making sense of what you found out**	**Using what you found out**
Design and create simple questions to investigate. *Some examples may include:* Why do we learn other languages? How do we communicate with each other? Where in the world are these languages spoken? What can you find out about the country and its citizens? What is the climate of these countries? What is the history and culture of other countries? How does our culture compare to others around the world? How have other nations impacted the arts, sport and science? How do other countries celebrate religious festivals? (food, music, religion)	**Discovering new countries, cultures and languages.** What other investigative skills can we use to communicate? Investigate where the language is spoken in the world. Explore landmarks and geography. Research famous people and their positive influence on society. Discover traditional foods, drinks, celebrations, events, and songs.	**Interpreting our discoveries.** Gaining and understanding of what it would be like to live in … Identifying similarities and differences between cultures. Understanding that we are all different but all equal.	**Applying your understanding, skills and knowledge.** Share our knowledge and understanding with others through conversational language, singing songs and retelling stories. Using problem solving skills and prior knowledge to unpick linguistic unknowns i.e. Drawing on pictures, sounds and objects to help us interpret a language. Record learning in class assembly book as a reference point that is regularly revisited to embed learning and deepen understanding.
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Year 6 Knowledge, Understanding and Skills for Modern Foreign Languages

Year 6 Essential Knowledge and Understanding – Being a linguist

Oracy	Literacy	Intercultural Understanding
O6.1 Understand the main points and simple opinions in a spoken story, song or passage O6.2 Perform to an audience O6.3 Understand longer and more complex phrases or sentences O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories	L6.1 Read and understand the main points and some detail from a short-written passage L6.2 Identify different text types and read short, authentic texts for enjoyment or information L6.3 Match sound to sentences and paragraphs L6.4 Write sentences on a range of topics using a model	IU6.1 Compare attitudes towards aspects of everyday life IU6.2 Recognise and understand some of the differences between people IU6.3 Present information about an aspect of culture

Proposed 25-minute lesson structure:

Starter

5-minute recap of previous learning

Input

10-minute conversation, learning new vocabulary

Activity

10-minutes to consolidate new learning (evidence displayed in purple French books through writing, pictures, annotated photographs of children engaging with learning etc.)

Plenary

Share outcomes and recap vocab

Remember to use classroom praise and instructions frequently:

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repeat répétez
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be quiet taisez-vous

Year 6 Knowledge, Understanding and Skills for Modern Foreign Languages			
Children working below	**Children working below**	**Children working below**	**Children working below**
(<% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)
Children working above	**Children working above**	**Children working above**	**Children working above**
(=>% Threshold)	(<% Threshold)	(<% Threshold)	(<% Threshold)

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages

Term 1 – Les felicitations

Leçon 1

Introduce French topic e.g. when learning takes place, new display board in classroom and present children with purple French books etc. Discuss expectations.

France as a country

Have you been to France before? If so, where? Elicit children's prior knowledge and understanding of France – make a list on flipchart paper

Where is France?

Show map of France and discuss.

How could we travel to France?

Discuss how we could get there using different types of transport.

Use Global Languages class assembly information to teach children about France e.g. population, capital city food, landmarks etc.

Key Vocabulary:

country, continent, France, travel, transport, people, towns, cities, capital, food, landmarks, tourist, visitor, map, climate, weather.

Leçon 2

Greetings Les Salutations

Hello/Good morning
Bonjour (bohng-ZHOOR)

Hello/Goodbye (informal /to friends)
Salut. (sah-LUU)

Good evening
Bonsoir. (bohng SWAHR)

Goodbye
Au revoir. (oh RVWAHR)

Good night (to sleep)
Bonne nuit. (buhn NWEE)

Leçon 3

Name introductions
Présentations de nom

What is your name?
Comment tu t'appelles? (coh-mont too tap-ELL?)

My name is...
Je m'appelle .... (zhuh mah-PEHLL.....)

Nice to meet you
Enchanté(e) (ahng-chahng-TAY)
(takes the extra 'e' at the end if you are female)

Leçon 4

Feelings Sentiments

How are you?
Ça va? (Sa-vah)

Fine thank you.
Bien, merci. (byahng, mehr-SEE)

And you?
Et toi?

I am…/ He is…/ She is…
Je suis…/ Il est…/ Elle est…
I feel…/He feels…/She feels…
Je me sens…/Il se sent…/Elle se sent…

happy
heureux (m) heureuse (f)
sad
triste
good/fine/ok
bien
angry
fâché(e)
tired
fatigue(e)
not well/sick
mal/malade
calm
tranquille
pleased
content(e)

Leçon 5

The Numbers 1 - 20
Les Nombres 1 - 20

0 zéro (zey-row)
1 un (ung)
2 deux (deu)
3 trois (trwa)
4 quatre (katr)
5 cinq (sank)
6 six (seece or see)
7 sept (set)
8 huit (wheat)
9 neuf (neuf)
10 dix (deece or dee)

11 onze
12 douze
13 treize
14 quatorze
15 quinze
16 seize
17 dix-sept
18 dix-huit
19 dix-neuf
20 vingt

number one
numéro un

Chn to know that 'impair' means odd and 'pair' means even.

Leçon 6

Colour(s) Couleur(s)

black
noir(e)(nwahr)
white
blanc/blanche (blahng/blahnsh)
gray
gris/grise (gree/greez)
red
rouge (roozh)
blue
bleu/bleue (bluh)
yellow
jaune (zhawn)
green
vert/verte (vehr/vehrt)
orange
orange (oh-RAHNZH)
purple
violet (vee-oh-LEH)
brown
marron (mah-ROHNG)
pink
rose (rose)
light
clair (clare
e.g. light blue = bleu clair
dark
foncé (fon-say)
e.g. dark blue = bleu foncé

What is your favourite colour?

Leçon 7

Assessment

Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports.

Children scoring:

less than 6 – working towards
6 - working at
8+ – working above

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			bad mauvais(e)		Quelle est ta couleur préférée? My favourite colour is blue. Ma couleur préférée est le bleu.	

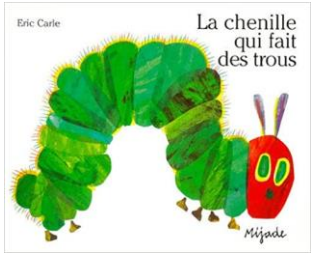
Term 2 – Moi!

Leçon 1	Leçon 2	Leçon 3	Leçon 4	Leçon 5	Leçon 6
I live…. J'habite… Where do you live? Tu habites où? I live in... Trowbridge J'habite à… Trowbridge. And you? Et toi? **Mastery Vocabulary** house maison flat un appartement town une ville in dans with avec family famille I live in a house in a town with my family. J'habite dans une maison dans une ville avec ma famille.	*Recap on numbers 1-20.* **Age Âge** One, two, three, four, five, six, seven, eight, nine, ten Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix How old are you? Quel âge as-tu? I am seven years old. J'ai sept ans. And you? Et toi?	*Recap on numbers 1-20.* **The Body Le Corps** The hand La main The nose Le nez The mouth La bouche The eyes Les yeux The ear L'oreille The head La tête The feet Les pieds The neck Le cou The belly Le ventre The arm Le bras The leg La jambe The hair Les cheveux Le, la and les are the French equivalents for **the**. As French makes a distinction between "masculine and feminine objects", people use le for masculine things/persons and la for feminine things/persons. However, in the plural, only les is used whatever the gender is. **Play Simon Says in French.**	*Recap on colours and parts of the body.* **Physical description of eye and hair colour** Hair les cheveux Eyes les yeux Eye l'œil I have brown hair. *J'ai les cheveux bruns. I have blue eyes. J'ai les yeux bleus. What do you notice about placement of the words (hair/eyes/colour) in this sentence? In French, most adjectives are placed after the noun depending on their meaning. *This translates to 'I have hair brown' in English.	**Assessment** Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports. **Children scoring:** less than 6 – working towards 6 - working at 8+ – working above	**Christmas Noël** Merry Christmas! Joyeux Noël! Santa/Father Christmas Père Noël angel un ange game un jeu christmas tree un sapin de Noël gift/present un cadeau toy un jouet star une étoile reindeer un renne Christmas card une carte de Noël party une fête candle une bougie winter l'hiver snow la neige snowman un bonhomme de neige December décembre **Activity ideas:** Make French Christmas cards Dear…Cher/Chère… Merry Christmas! Joyeux Noël! From…De….

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		Simon says, 'touch your head.' Simon dit, 'touche ta tête.' I have…J'ai… I have one head…J'ai un tête. I have two hands… J'ai deux mains.			Play French Christmas games. Read French Christmas stories. Sing French Christmas songs. Other French Christmas activities of your choice.

Term 3 – La chenille qui fait des trous

Leçon 1	Leçon 2	Leçon 3	Leçon 4	Leçon 5	Leçon 6
The Hungry Caterpillar Read the Hungry Caterpillar story in English. Display French version of story on interactive whiteboard. Children to pick out familiar words, recapping on prior knowledge of French vocabulary e.g. colours and numbers. Use problem solving skills and existing knowledge of the story to translate unfamiliar French words.  	*Recap on numbers 1-20.* **Food and Drink** **La nourriture et La Boisson** Enjoy your meal! Bon Appétit! to eat manger to drink boire orange juice le jus d'orange bread le pain fish le poisson sausages les saucisses chicken le poulet egg l'œuf yogurt le yaourt chocolate le chocolat ham le jambon ice-cream la glace cheese le fromage rice le riz There is/are … Il y a … There is one egg. Il y a un œuf. There are three fish. Il y a trois poissons.	*Recap on food and drink.* **My opinion Mon avis** What do you like? Qu'est-ce tu aime? I like…J'aime… I don't like…Je n'aime pas… I love/adore…J'adore… I hate…Je déteste… but mais E.g. I like chicken, but I don't like fish. J'aime le poulet mais je n'aime pas le poisson. Use French food and drink items from last lesson to complete sentence openers.	**The calendar Le calendrier** **Days of the week** **Jours de la semaine** Monday lundi Tuesday mardi Wednesday mercredi Thursday jeudi Friday vendredi Saturday samedi Sunday dimanche **Months of the year** **Mois de l'année** January janvier February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre	*Recap on days of week, months of year, age and numbers 1 – 20.* **My Birthday Mon Anniversaire** When is your birthday? Quelle est la date de ton anniversaire? It is the …C'est le … My birthday is … Mon Anniversaire est le… + day + month My birthday is the 23rd of December: Mon anniversaire est le 23 décembre. And you? Et toi? birthday anniversaire Happy Birthday! Bon Anniversaire!	**Assessment** Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports. **Children scoring:** less than 6 – working towards 6 - working at 8+ – working above

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages

	If there is more than one particular food item displayed, remember to pluralise the food word by adding an 's' onto the end of it.		December décembre In France, capital letters are not used when writing the date. **Activity idea:** Match the English and French word with your talk partner.	https://www.youtube.com/watch?v=jcwcGwaS_2w	

Term 4 – Les animaux

Leçon 1	Leçon 2	Leçon 3	Leçon 4	Leçon 5	Leçon 6
Animals Les animaux Discuss that un and une are used to mean 'a' or 'one'. Un is used when the noun word that comes after it is masculine. Une is used when the noun word that comes after it is feminine. To find out if noun words are masculine or feminine, use a French dictionary and this will tell you which one is which! a cat un chat a dog un chien a horse un cheval a bird un oiseau a hamster un hamster a rat un rat a rabbit un lapin a snake un serpent a fish un poisson a goldfish un poisson rouge a guinea pig un cochon d'inde a mouse une souris	*Recap on numbers 1 – 20 and colours.* **Pets Les animaux domestiques** Do you have an animal in your house? As-tu un animal à la maison? Yes … Oui… No… Non… I have… J'ai… He has… Il a … She has… Elle a … I don't have an animal… but he/she has… Je n'ai pas d'animal… mais il/elle a… is… est… and…et… I have three cats.	Recap on numbers 1 – 20 and animals. **The farm La ferme** In the farm… Dans la ferme… There is… Il y a… a pig un cochon a cow une vache a sheep un mouton (m) une brebis (f) ducks un canard tractor un tracteur barn une grange farmer un fermier *Sing Old McDonald Had A Farm in French using link below* https://www.youtube.com/watch?v=4elx1ZQ2RWY	**Directions Les directions** to the left à gauche straight ahead tout droit to the right à droite To the west En direction Ouest To the north En direction Nord To the south En direction Sud To the east En direction Est Show a map of farm – Use simple directions to locate farm animals or other farm objects e.g. tractor from a different starting point each time. **Read Dear Zoo Lis Cher Zoo**	**Assessment** Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports. **Children scoring:** less than 6 – working towards 6 - working at 8+ – working above	*Recap days of the week, colours and animals.* **Easter Pâques** Happy Easter! Joyeuses Pâques! An egg Un oeuf Pronounce it "un neuf", F pronounced. Eggs Des oeufs Pronounce it "dé zeu", F and S silent. chocolate le chocolat white blanc black noir milk au lait a rabbit un lapin a lamb un agneau a chick un poussin a hen une poule

Year 3 Knowledge, Understanding and Skills for Modern Foreign Languages

What is your favourite/preferred animal?
Quel est ton animal préféré?

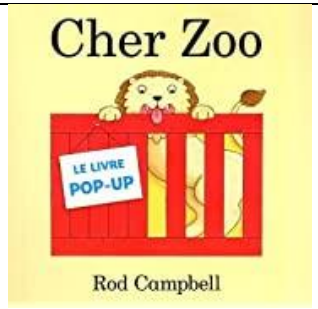
My favourite animal is…
Mon animal préféré est…

J'ai trois chats.
I have three cats and two dogs.
J'ai trois chats et deux chiens.
I have three black cats and two brown dogs.
J'ai trois chats noirs et deux chiens bruns.

If there is more than one particular animal, remember to pluralise the animal word by adding an 's' onto the end of it. Same rule applies to colours. Remember adjectives come after nouns in French.

Old McDonald had a Farm
Le vieux MacDonald a une Ferme
Ee i ee i o!
I-A-I-A-O
And on that farm, he had some cows
Et dans sa ferme il y a des vaches
Ee i ee i o!
I-A-I-A-O
Moo moo here
Meuh meuh ici
Moo moo there
Meuh meuh la-bas
Here a moo, there a moo
Meuh ici, meuh la-bas
We hear that moo moo
On entend que meuh meuh
Old McDonald had a Farm
Le vieux MacDonald a une ferme
Ee i ee i o!
I-A-I-A-O!

Repeat verse with other animals.



Discover new vocabulary in story e.g. new animals and objects.

Good Friday Le Vendredi Saint
Palm Sunday Le Dimanche des Rameaux

Activity ideas:

Make French Easter cards.

Dear…Cher/Chère…
Happy Easter! Joyeuses Pâques!
From…De….

Play French Easter games.
Read French Easter stories.
Sing French Easter songs.
Other French Easter activities of your choice.

Term 5 – Ma Maison

<u>Leçon 1</u>

Recap on j'habite.

Where do you live?
Tu habites où?

I live in... Trowbridge
J'habite à… Trowbridge.

And you?
Et toi?

<u>Leçon 2</u>

Recap on numbers 1 - 20 and il y a.

Rooms of the house
Pièces de la maison

the house la maison
the flat l'appartement
the bedroom la chambre
the room la pièce

<u>Leçon 3</u>

Recap on rooms of the house, numbers 1 - 20, il y a and colours.

House objects
Objets de la maison

The chair La chaise
The door La porte
The clock La montre

<u>Leçon 4</u>

Recap on house objects, colours and directions.

Prepositions Prépositions

to the left à gauche
to the right à droite
on sur
under sous
near the près de

<u>Leçon 5</u>

Recap on colours, il y a and numbers 1 - 20.

The garden Le jardin

a flower une fleur
a plant une plante
a tree un arbre
a fence une cloture
a bench un banc

<u>Leçon 6</u>

Assessment

Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments from each term to inform final reports.

Children scoring:

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house
maison
flat
un appartement
town
une ville
in
dans
with
avec
family
famille

I live in a house in a town with my family.
J'habite dans une maison dans une ville avec ma famille.

Mastery Vocabulary

small petit
big grand
near près
next to à côté de
and et
my house is…ma maison est…

I live in a small house in Trowbridge near Westbury.
J'habite dans une petite maison à Trowbridge près de Westbury.

the living room le salon
the dining room la salle à manger
the bathroom la salle de bains
the toilet la toilette
the kitchen la cuisine
the office le bureau
the garage le garage
the attic le grenier
the door la porte
the window la fenêtre
the roof le toit
the staircase/stairs l'escalier

In my house, there is a living room and two bathrooms.
Dans ma maison, il y a un salon et deux salles de bain.

The fridge Le réfrigérateur
The table La table
The pillow Le oreiller
The wardrobe L'armoire
The bed Le lit
The computer L'ordinateur
The oven Le four
The mirror Le miroir
The carpet Le tapis
The ceiling Le plafond
The wall Le mur
The fork La fourchette
The knife Le couteau
The spoon La cuillère
The vase Le vase
The dish Le plat

Where is…the chair?
Oū est…la chaise?

The chair is in the living room.
La chaise est dans le salon.

Mastery Vocabulary

There are two black chairs in the living room.
Il y a deux chaises noires dans le salon.

in dans
next to à côté de
between entre
above the au-dessus de
below the au-dessous de
behind derrière
in front of devant

Where is…the chair? Oū est…la chaise?

is est
and et

The chair is next to the bed.
La chaise est à côté de le lit.

The clock is between the window and the wardrobe.
La montre est entre la fenêtre et l'armoire.

Use picture resource for children to describe.

a hedge une haie
a pond un étang
a garden shed une cabane
a swing une balançoire
the fruits les fruits
the vegetables les legumes
the grass l'herbe

What is in the garden? Qu'est-ce qu'il y a dans le jardin?

There is/are… Il y a…
In the garden, there are two trees.
Dans le jardin, il y a deux arbres.

Use picture resource for children to describe.

less than 6 – working towards
6 - working at
8+ – working above

Term 6 – Le temps

Leçon 1

Weather Le temps

What's the weather like?
Quel temps fait-il?

Using il fait… + an adjective:

Leçon 2

Recap on weather.

Seasons Les saisons

Summer	L'été
Autumn	L'automne
Winter	L'hiver

Leçon 3

Recap on le, la and les.

(Different) Places Les lieux

the town la ville
the village le village
the countryside la campagne

Leçon 4

Recap on places and le, la, and les.

I go to…Je vais [au, à la, aux, en] …

Some important rules:

Leçon 5

Recap on weather.

(using) because…parce que/car…

There are two ways to say because in French: parce que or car.

Leçon 6

Assessment

Create a simple 10 question assessment to properly assess the children's understanding of this term. At the end of the year, use all six assessments

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the weather is hot
il fait chaud
the weather is nice
il fait beau
the weather is grey
il fait gris
it's cold
il fait froid
it's bad weather
il fait mauvais
it's cloudy
il fait nuageux
it's stormy
il fait orageux

Some key exceptions:
it is raining
il pleut
it is snowing
il neige
it's sunny
il y a du soleil

Spring Le printemps

In French, you will have different ways to say that something takes place in one of the four seasons (winter, spring, summer, autumn).

To say **in** + [**winter, summer, autumn**], you will use either:

En + [hiver, été, automne]
or
L' + [hiver, été, automne]

To say **in spring** in French, you will only use:

Au printemps

Examples:

In summer, it is hot.
En été, il fait chaud.

In spring, the weather is nice.
Au printemps, il fait beau.

the sea la mer
the beach la plage
the river la rivière
the lake le lac
the mountain la montagne
the campsite le camping
the hotel l'hôtel
the cinema le cinéma
the restaurant le restaurant

Children to match the place to the French word. Use visuals.

https://www.youtube.com/watch?v=g3rJ6iFlcCw

Mastery

Use in a sentence with the following sentence starters:

I like…J'aime…
I dislike…Je n'aime pas…
I adore…J'adore…
I hate…Je déteste…

Example:

I like the sea.
J'aime la mer.

- Use au before a masculine word **(it is masculine word if it has 'le' before it.)**
- Use à la before a feminine word **(it is feminine if it has 'la' before it.)**
- Use à l' before a singular word beginning with a vowel or silent -h **(like l'hôtel)**
- Use aux before a word in the plural form **(used with les but not relevant in today's lesson)**

Look at the list of places from last week to decide which word you are going to use.

le -> au
la -> à la
l' –> à l'

Examples:

I go to the campsite.
Je vais au camping.

I go to the countryside.
Je vais à la campagne.

I go to the hotel.
Je vais à l'hôtel.

Exception:

I go to the town.
Je vais **en** ville.

When using parce que before a vowel word like il or elle, you must join the que to the vowel word by removing the **e** at the end of que and adding an apostrophe.

parce que il -> parce qu'il
parce que elle -> parce qu'elle

Use all the learning from this term to create verbal sentences. Encourage children to use the French word for because.

Examples:

In summer, I go to the beach because it is hot.
En été, je vais à la plage parce qu'il fait chaud.

In winter, I go to the cinema because it is raining.
L'hiver, je vais au cinema car il pleut.

from each term to inform final reports.

Children scoring:
less than 6 – working towards
6 - working at
8+ – working above

Write an indirect letter to a child in France using the vocabulary you have learned so far. This can be done as a class. Use your purple French books to create sentences.

Cher Pierre,

Ca va? Je m'appelle Alex. J'ai sept ans. J'habite à Trowbridge. Quel âge as-tu?

……

De,
Camille.

Use Chère if you are writing to a female.