



Year 3 (Autumn) - MFL - Pillars of Progression: *Phonics*



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To begin to use first words and sounds in French I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I know where France is and different languages spoken by others in the class I understand how a language is learnt I can greet people by saying hello/hi and goodbye and understand greeting customs in France I can listen to and join in with a finger rhyme	Bonjour, Au revoir Introduce the idea that the final letter in French words is often silent e.g. salut,	Introduce sound chart from ‘Physical French Phonics’ — 26 different phonemes in the French language compared to English. Segment each word into phonemes, look at the phoneme picture clues, practice saying each sound and performing the associated action from the ‘Physical French Phonics’ Programme. Children practice greeting each other using Bonjour, Salut, au revoir. Sing the word Bonjour to a well-known tune.
2. To develop listening skills by recognising individual words and their meaning I can begin to build sentences using ‘and’ (et) I am aware of culturally appropriate ways to greet and address people I can greet people by saying hello/hi and goodbye I can ask and respond to a question about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the word class for actions	Reinforce final silent letters e.g. e <u>t</u> and comment <u>t</u> , Albert <u>t</u>	Play Pass the Albert the Bear- when the music stops, children say Bonjour X and Bonjour Albert.
3. To recognise common French greetings in written form I can join in with a finger rhyme I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the words in a word search	-ez Reinforce previous phonics learning.	Support pronunciation throughout oral activities.
4. To join in with actions of songs and rhymes and say some individual French words I can join in with finger rhymes I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can join in with some of the words to a French song	Introduce concept of liaison – petit <u>s</u> o <u>i</u> seaux	Deux Petits Oiseaux Rhyme (Listen, say and read)



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<p>5.<u>To recognise a familiar question and respond with a simple rehearsed response</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel</p> <p>I can join in with finger rhymes</p> <p>I can ask and answer the question – What is your name?</p> <p>I know what the pronouns je and tu mean</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can review my own learning and complete a self-assessment task</p>	<p>Comment t’appelles-tu? Je m’appelle X</p>	<p>Use the ‘Physical French Phonics’ approach to learning the question and answer– Comment t’appelles-tu? Je m’appelle (name)</p> <p>In pairs, practice asking and answering. Copy the phrases onto the top section of the work-sheet.</p>
<p>6.<u>To listen, repeat and blend sounds to produce colour words</u></p> <p>I can ask and answer familiar questions</p> <p>I can listen and respond to French classroom action words including show me and touch</p> <p>I can begin to learn French phonics for colour words by listening and repeating sounds and performing different actions to help me memorise them.</p> <p>I can begin to blend sounds</p> <p>I can link colour adjectives with a connective in a simple sentence</p> <p>I can listen to and join in with songs and stories</p>	<p>Les Couleurs- Colours</p> <p><i>*(green) vert e+2cons *vert r</i></p> <p><i>*(blue) bleu eu</i></p> <p><i>*(grey) gris g *gris r *gris (grey) i</i></p> <p><i>*(red) rouge g before e *rouge ou *rouge r</i></p> <p><i>*(yellow) jaune j *jaune (yellow) au</i></p> <p><i>*(pink) rose s between vowels *rose o *rose r</i></p> <p><i>*(orange) orange o but not at the end of the word *orange r *orange an *orange g before e</i></p> <p><i>*(brown) marron a *marron rr *marron an</i></p> <p><i>*(purple) violet i *violet o but not at the end of the word *violet e before final t</i></p> <p><i>*(black) noir oi *noir r</i></p>	<p>Discuss prior knowledge of colours from previous French Weeks</p> <p>Sing song Les Couleurs</p> <p>Listen and join in with story ‘Toutes les couleurs’</p> <p>Use the ‘Physical French Phonics’ approach to learn 11 colour words</p> <p>Use interactive slides to reinforce the sounds found in bleu, rouge, vert, jaune and gris.</p>
<p>7.<u>LO: To develop strategies to memorise single words</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can develop my phonic knowledge using sounds and actions to help me memorise them</p> <p>I can listen to a French Christmas song and recognise key vocabulary</p>	<p>Noël, Un chat, Un chien, un renne, un cadeau, un sapin, un bonhomme de neige, Le Père Noël, voici, et</p>	<p>Use the ‘Physical French Phonics’ approach to learn key Christmas vocabulary.</p>
<p>8.<u>To name objects and link words with a connective in a simple rehearsed statement</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can develop my phonic knowledge using sounds and actions to help me memorise them</p> <p>I can wish someone a ‘Happy Christmas!’</p> <p>I can say a simple rehearsed sentence using a connective</p> <p>I can listen to a French Christmas story and recognise key vocabulary</p>	<p>Joyeux Noël</p>	<p>Use the ‘Physical French Phonics’ approach to learning the greeting for Happy Christmas - Joyeux Noël</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



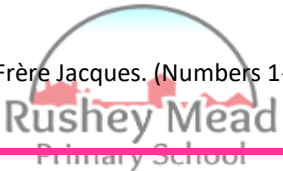


Year 3 (Spring) - MFL - Pillars of Progression: *Phonics*



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	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
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<p>9. To learn about La Fête des Rois - a key festival in France and join in with actions and some words in a traditional story (Intercultural Understanding)</p> <p>I can say hello and Happy New Year to people</p> <p>I know key information about New Year Traditions in France</p> <p>I know the names of some animals: rabbit, wolf, bear, fox</p> <p>I can listen to and join in with songs and stories</p>	Bonne année	Use the ‘Physical French Phonics’ approach to learning the Happy New Year greeting - Bonne Année.
<p>10.To use strategies for memorising new vocabulary/sounds and begin to write colour words</p> <p>I can take part in a basic conversation with greetings, questions and answers</p> <p>I can become more confident knowing the French phonics for colour words and recognising them when spoken aloud.</p> <p>I can begin to write French colour words.</p> <p>I can link colour adjectives with a connective in a simple sentence</p> <p>I can begin to say the French alphabet</p> <p>I can listen to and join in with songs.</p>	Revisit 11 colours (from lesson 6)	Use interactive slides to reinforce the sounds found in blanc, noir, rose, orange, violet and marron. Fill in the gap activity (missing letters) to spell 11 colour words
<p>11.To use knowledge of the sound of some letter strings to read aloud or say individual, familiar words</p> <p>I can remember most of the classroom action words</p> <p>I can recognise French colour words when playing a game</p> <p>I can join in with saying the French alphabet and spell my name</p> <p>I can begin to know the French phonics for number words</p> <p>I can listen to and join in with songs</p> <p>To reflect on my learning and identify my strengths and some areas to improve</p>	<p>Les nombres-numbers</p> <p><i>*zero z *zéro é *zero r *zéro o *un un *deux eu *trois t *trois oi</i></p> <p><i>*quatre qu *quatre a *quatre t *quatre r *cinq c before i</i></p> <p><i>*cinq in *cinq q *six s *six i *sept s *sept e *sept t *huit u</i></p> <p><i>*huit i *huit t *neuf eu *dix i</i></p> <p><i>*Silent letters in deux, trois, quatre, sept, huit</i></p>	Revisit colours song ‘Les couleurs’ and play interactive games to reinforce classroom action verbs and colours.
<p>12To listen and show understanding of the numbers 1-6 through a physical response</p> <p>I can recognise French colour words when playing a game</p> <p>I can begin to know the French phonics for number words 0-10</p> <p>I can listen to and join in with songs and a story.</p> <p>I can join in more confidently with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p>	11 colour words	Use the colour phonics grapheme slide and segment different colour words into their individual phonemes, children identify which colour word has been sounded out.



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<p>13. <u>To identify and use strategies for memorising new vocabulary</u></p> <p>I can spell my name with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p> <p>I can identify, read and spell French colour words within a word search</p> <p>I can count, read and begin to write French numbers 0-10</p> <p>I can listen to and join in with songs</p>	L'alphabet	<p>Recap the alphabet and revisit the song 'L'alphabet français'.</p> <p>Practice asking 'Comment ça s'écrit?' and spelling peoples names</p> <p>Consolidate knowledge of phonics in numbers 0—10, listen and join in with 'Les nombres' song to the tune of Frère Jacques. (Numbers 1-10) and recap bingo game (numbers 0—10)</p> <p>Complete worksheet activities finding the graphemes to spell the numbers in french</p>


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<p>14. <u>To listen and identify rhyming words and particular sounds in songs and rhymes</u></p> <p>I can count, read and understand French numbers 0-10 I can read and spell French colour words using the French alphabet and say if the letters are vowels or consonants I can listen to and join in with a rhyme and spot the rhyming words</p>	<p>Merci, s’il te plait, s’il vous plait un pinceau, un stylo, un crayon, un feutre, une gomme, une règle</p> <p>Liaison c’est un/e</p> <p>Je veux, voilà</p>	<p>Use the ‘Physical French Phonics’ approach to teach the new vocabulary associated with manners and pencil case equipment.</p> <p>Compare the pronunciation of c’est bleu and c’est un crayon.</p>
<p>15. <u>To read aloud a list of objects with a connective in a simple sentence</u></p> <p>I can review my own learning and complete a self-assessment sheet I can say please in French using two different ways I can ask for something in French and say thank you I know some French words for objects found in a pencil case and use masculine and feminine indefinite articles I can listen to and join in with a rhyme and a story and spot key words</p>	<p>c’est un un pinceau, un stylo, un crayon, un feutre, une gomme, une règle</p> <p>Liaison c’est un/une</p> <p>Tu as, J’ai</p>	<p>Use the ‘Physical French Phonics’ approach to teach the new vocabulary associated with manners and pencil case equipment.</p> <p>Compare the pronunciation of c’est bleu and c’est un crayon.</p>
<p>16. <u>To write and say familiar words using a model and from memory</u></p> <p>I can write French numbers 0-10 I can understand, say and read items of equipment found in a pencil case I know how to say ‘I have’ I can write a short sentence using a model and know the French words for comma and full stop. I can listen to and join in with a song</p>	<p>c’est un un pinceau, un stylo, un crayon, un feutre, une gomme, une règle</p> <p>Liaison c’est un/une</p> <p>Tu as, J’ai</p> <p>Infinitive er ending verbs: danser, sauter, marcher</p> <p>Silent letters at the end of verbs anse(s), saute,(s) marche(s)</p> <p>Adverbs: vite, lentement</p>	<p>Use the ‘Physical French Phonics’ approach to consolidate the new vocabulary associated with pencil case equipment.</p>

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<p>17.<u>To know a noun, verb, adjective, pronoun and conjunction in French</u></p> <p>I can listen to and join in with a song using classroom equipment vocabulary and an animated video song</p> <p>I can identify subject pronouns, verbs, nouns and a conjunction within a sentence</p> <p>I know what an indefinite article is (un/une)</p> <p>I know the verbs to jump, to walk and to dance</p> <p>I know that verbs can have different endings and can use the je and tu form with a regular verb</p> <p>I know the adverbs for slowly and quickly</p>	<p>c'est un</p> <p>un pinceau, un stylo, un crayon, un feutre, une gomme, une règle</p> <p>Liaison c'est un/une</p> <p>Tu as, J'ai</p> <p>Infinitive er ending verbs:</p> <p>danser, sauter, marcher</p> <p>Silent letters at the end of verbs</p> <p>danse(s), saute,(s) marche(s)</p> <p>Adverbs: vite, lentement</p>	<p>Use the 'Physical French Phonics' approach to reinforce the previous learning.</p> <p>Practice saying the individual words, questions and answers on the slides adopting the correct pronunciation.</p>
18 <u>To complete a Google Form Assessment to review my learning this year</u>		
19 <u>To consolidate all learning through a variety of games and songs</u>		

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1.To begin to use first words and sounds in French I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I know where France is and different languages spoken by others in the class I understand how a language is learnt I can greet people by saying hello/hi and goodbye and understand greeting customs in France I can listen to and join in with a finger rhyme	Asking and answering questions Comment ça va? ça va bien, ça va mal,	Speech bubble conversations - applying new learning
2.To develop listening skills by recognising individual words and their meaning I can begin to build sentences using 'and' (et) I am aware of culturally appropriate ways to greet and address people I can greet people by saying hello/hi and goodbye I can ask and respond to a question about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the word class for actions	Asking and answering questions Comment ça va? ça va bien, ça va mal, Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous	Pass the Albert the Bear- when the music stops, children say Bonjour X et Bonjour Albert. Introduce Question and answer sentences about how a person is feeling. Comment ça va? ça va bien, ça va mal, Introduce Classroom action verbs and practice using interactive slides.
3.To recognise common French greetings in written form I can join in with a finger rhyme I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the words in a word search	Asking and answering questions Comment ça va? ça va bien, ça va mal, Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous	Practise questions and answers from previous lesson. Revisit interactive slides of classroom action verbs (imperative)
4. To join in with actions of songs and rhymes and say some individual French words I can join in with finger rhymes I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can join in with some of the words to a French song	Asking and answering questions Comment ça va? ça va bien, ça va mal, Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous, asseyez-vous, asseyez-vous correctement, levez-vous and levez le doigt	Practise questions and answers through the speech bubble conversation. Recap first x4 classroom action verbs using. Quick fire questions and children respond with physical action. Learn a further x4 new classroom action verbs (imperative form) using interactive slides and song.



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><u>5. To recognise a familiar question and respond with a simple rehearsed response</u> I can have a short conversation in French using greetings and asking and answering about how I feel I can join in with finger rhymes I can ask and answer the question – What is your name? I know what the pronouns je and tu mean I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can review my own learning and complete a self-assessment task</p>	<p>Asking and answering questions Comment ça va? ça va bien, ça va mal,</p> <p>Subject pronouns: Je and tu Comment t’appelles-tu? And Je m’appelle.</p> <p>Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous, asseyez-vous, asseyez-vous correctement, levez-vous and levez le doigt</p>	<p>Practise questions and answers through the speech bubble conversation.</p> <p>Listen, say, read and write - Comment t’appelles-tu? And Je m’appelle. Highlight the pronouns je and tu and locate them in the song ‘Comment tu t’appelles?’</p> <p>Revisit x8 actions verbs (Imperative) from the previous lesson.</p>
<p><u>6.To listen, repeat and blend sounds to produce colour words</u> I can ask and answer familiar questions I can listen and respond to French classroom action words including show me and touch I can begin to learn French phonics for colour words by listening and repeating sounds and performing different actions to help me memorise them. I can begin to blend sounds I can link colour adjectives with a connective in a simple sentence I can listen to and join in with songs and stories</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle. Asking and answering questions Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous, asseyez-vous, asseyez-vous correctement, levez-vous, levez le doigt, touches and montrez-moi</p> <p>Colour adjectives: rouge, jaune, bleu, vert and gris Conjunction: et</p>	<p>Revisit asking and answering name using subject pronouns je and tu and extended speech bubble conversation Revisit x8 actions verbs (Imperative) from the previous lesson and introduce touches and montrez-moi Highlight that the new colour words are adjectives.</p> <p>Orally construct a sentence using two colour adjectives, Voici and et (conjunction). Use the interactive slides as a visual prompt. (Use rouge, jaune, bleu, vert and gris)</p> <p>e.g. Voici bleu et jaune.</p>
<p><u>7.IO: To develop strategies to memorise single words</u> I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can develop my phonic knowledge using sounds and actions to help me memorise them I can listen to a French Christmas song and recognise key vocabulary</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle. Asking and answering questions Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous, asseyez-vous, asseyez-vous correctement, levez-vous, levez le doigt, touches and montrez-moi</p> <p>Introduction to gender of nouns — Indefinite article: un Christmas nouns: un renne, un sapin, un cadeau, un bonhomme de neige, le Père Noël, un chat, un chien Conjunction: et</p>	<p>In pairs, practice having the newly, extended speech bubble conversation. (Now including asking and answering of names.) Recap the x8 classroom action words, in the imperative verb form, through playing the game ‘Tête à tête’.</p> <p>Introduce the terms nouns, masculine and indefinite article (only briefly...further focus in later lessons) Use the interactive slides to orally construct sentences using Christmas nouns with a masculine, indefinite article and a conjunction. Here is/are... X and X e.g. Voici un sapin et un renne.</p>
<p><u>8.To name objects and link words with a connective in a simple rehearsed statement</u> I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can develop my phonic knowledge using sounds and actions to help me memorise them I can wish someone a ‘Happy Christmas!’ I can say a simple rehearsed sentence using a connective I can listen to a French Christmas story and recognise key vocabulary</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle. Asking and answering questions Imperative verbs: Écoutez, regardez, crosez les bras and taisez-vous, asseyez-vous, asseyez-vous correctement, levez-vous, levez le doigt, touches and montrez-moi</p> <p>Introduction to gender of nouns — Indefinite article: un Christmas nouns: un renne, un sapin, un cadeau, un bonhomme de neige, le Père Noël, un chat, un chien Conjunction: et</p>	<p>In pairs, practice having the extended speech bubble conversation</p> <p>Recap the x8 classroom action words through playing the game – ‘Jacques a dit’.</p> <p>Recap the terms: noun, masculine, indefinite article, conjunction. Repeat the oral sentence construction activity from the previous lesson with the addition of new Christmas vocabulary.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



Year 3 (Spring) - MFL -Pillars of Progression: Grammar



National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memeory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowlwdge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memeory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><u>9. To learn about La Fête des Rois - a key festival in France and join in with actions and some words in a traditional story (Intercultural Understanding)</u></p> <p>I can say hello and Happy New Year to people</p> <p>I know key information about New Year Traditions in France</p> <p>I know the names of some animals: rabbit, wolf, bear, fox</p> <p>I can listen to and join in with songs and stories</p>		
<p><u>10.To use strategies for memorising new vocabulary/sounds and begin to write colour words</u></p> <p>I can take part in a basic conversation with greetings, questions and answers</p> <p>I can become more confident knowing the French phonics for colour words and recognising them when spoken aloud.</p> <p>I can begin to write French colour words.</p> <p>I can link colour adjectives with a connective in a simple sentence</p> <p>I can begin to say the French alphabet</p> <p>I can listen to and join in with songs.</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle.</p> <p>Asking and answering questions with rising intonation</p> <p>Colour adjectives: orange, marron, rose, noir, violet and blanc</p>	<p>Revisit extended speech bubble conversation</p> <p>(As in lesson 6) Orally construct a sentence using two colour adjectives, Voici and et (conjunction) . Use the interactive slides as a visual prompt. (Use orange, marron, rose, noir, violet and blanc) e.g. Voici rose et blanc.</p>
<p><u>11.To use knowledge of the sound of some letter strings to read aloud or say individual, familiar words</u></p> <p>I can remember most of the classroom action words</p> <p>I can recognise French colour words when playing a game</p> <p>I can join in with saying the French alphabet and spell my name</p> <p>I can begin to know the French phonics for number words</p> <p>I can listen to and join in with songs</p> <p>To reflect on my learning and identify my strengths and some areas to improve</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle.</p> <p>Asking and answering questions with rising intonation</p> <p>Colour adjectives and Imperative Action Verbs</p>	<p>Revisit extended speech bubble conversation</p> <p>Recap Colours and action words</p> <p>Ask another student what their name is and how to spell it. Comment t’appelles-tu? Comment ça s’écrit?</p> <p>Reply using Je m’appelle X, spell using the French alphabet.</p>
<p><u>12To listen and show understanding of the numbers 1-6 through a physical response</u></p> <p>I can recognise French colour words when playing a game</p> <p>I can begin to know the French phonics for number words 0-10</p> <p>I can listen to and join in with songs and a story.</p> <p>I can join in more confidently with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle.</p> <p>Asking and answering questions with rising intonation</p>	<p>Revisit extended speech bubble conversation</p>



Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>13. <u>To identify and use strategies for memorising new vocabulary</u></p> <p>I can spell my name with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p> <p>I can identify, read and spell French colour words within a word search</p> <p>I can count, read and begin to write French numbers 0-10</p> <p>I can listen to and join in with songs</p>	<p>Subject pronouns: Je and tu, Comment t’appelles-tu? And Je m’appelle.</p> <p>Asking and answering questions with rising intonation</p> <p>Vowels and consonants: Voyelles/Consonnes</p>	<p>Revisit asking and answering - What is your name? and How is it spelt?</p> <p>Introduce the grammatical terms for vowels and consonants: Voyelles/Consonnes</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			



Year 3 (Summer) - MFL -Pillars of Progression: Grammar




National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>14. <u>To listen and identify rhyming words and particular sounds in songs and rhymes</u></p> <p>I can count, read and understand French numbers 0-10</p> <p>I can read and spell French colour words using the French alphabet and say if the letters are vowels or consonants</p> <p>I can listen to and join in with a rhyme and spot the rhyming words</p>	<p>Vowels and consonants</p>	<p>Revisit vowels and consonants through spelling colours</p>
<p>15. <u>To read aloud a list of objects with a connective in a simple sentence</u></p> <p>I can review my own learning and complete a self-assessment sheet</p> <p>I can say please in French using two different ways</p> <p>I can ask for something in French and say thank you</p> <p>I know some French words for objects found in a pencil case and use masculine and feminine indefinite articles</p> <p>I can listen to and join in with a rhyme and a story and spot key words</p>	<p>Informal and formal form of you: tu and vous</p> <p>Gender of nouns using indefinite articles: un/une</p> <p>Questions and answers using rising intonation: Qu'est-ce que c'est?</p> <p>C'est</p> <p>First person singular verb: vouloir (present tense)</p> <p>Je veux</p>	<p>Explain there are two ways of saying please, using formal/informal voice</p> <p>'s'il vous plaît' and 's'il te plaît'</p> <p>Asking what is it? And replying, It is...</p> <p>Qu'est-ce que c'est?</p> <p>C'est</p> <p>Understand that nouns can be masculine or feminine and use un or une respectively.</p> <p>e.g un stylo, une gomme.</p> <p>Construct sentences about pencil case equipment, orally, using masculine and feminine nouns with indefinite articles, Je veux, and a conjunction.</p> <p>Read sentences containing the elements listed above.</p>
<p>16. <u>To write and say familiar words using a model and from memory</u></p> <p>I can write French numbers 0-10</p> <p>I can understand, say and read items of equipment found in a pencil case</p> <p>I know how to say 'I have'</p> <p>I can write a short sentence using a model and know the French words for comma and full stop.</p> <p>I can listen to and join in with a song</p>	<p>French Punctuation: full stop (pointe) and comma (virgule).</p> <p>Gender of nouns using indefinite articles: un/une</p> <p>Questions and answers using rising intonation: Qu'est-ce que c'est?</p> <p>C'est</p> <p>First person singular verb: avoir (present tense)</p> <p>J'ai</p>	<p>Introduce the French terms for full stop (pointe) and comma (virgule).</p> <p>Identify the subject pronoun, verb and noun in the sentences about pencil case equipment.</p> <p>Write sentences containing a subject pronoun, a verb, up to x3 nouns with indefinite articles and a conjunction.</p> <p>Sing the song 'Dans ma trousse' to reinforce the learning.</p>




Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>17.<u>To know a noun, verb, adjective, pronoun and conjunction in French</u></p> <p>I can listen to and join in with a song using classroom equipment vocabulary and an animated video song</p> <p>I can identify subject pronouns, verbs, nouns and a conjunction within a sentence</p> <p>I know what an indefinite article is (un/une)</p> <p>I know the verbs to jump, to walk and to dance</p> <p>I know that verbs can have different endings and can use the je and tu form with a regular verb</p> <p>I know the adverbs for slowly and quickly</p>	<p><u>Word Class</u></p> <p>Subject pronouns: Je and tu</p> <p>1st and 2nd person Verbs: avoir, marcher, danser, sauter</p> <p>Gender of nouns and Indefinite articles: un/une</p> <p>Adverbs: Vite and lentement</p> <p>Questions and answers with rising intonation</p>	<p>Identify which words belong to which word class within questions and answers. e.g. Tu as un crayon? J’ai une règle</p> <p>Look at three common -er ending verbs and see how the endings change depending on whether they are in the 1st or 2nd person. danser, marcher, sauter</p> <p>Explain how the same phrase can be a question or a statement by using different intonation. Tu sautes? Tu saute.</p> <p>Introduce x2 adverbs – vite (quickly) and lentement (slowly)</p> <p>Demonstrate how to build phrases by combining a subject pronoun, a verb and an adverb. e.g je marche lentement.</p> <p>Complete the word class table on the worksheet by organising the words into the right sections.</p> <p>Listen/spot in the song lyrics for ‘Meunier tu dors’ the new adverb vite and other familiar words. Use meaningful actions to accompany key parts of the song.</p>
18 <u>To complete a Google Form Assessment to review my learning this year</u>		
19 <u>To consolidate all learning through a variety of games and songs</u>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<p><u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award</p> <div>  </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To begin to use first words and sounds in French I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I know where France is and different languages spoken by others in the class I understand how a language is learnt I can greet people by saying hello/hi and goodbye and understand greeting customs in France I can listen to and join in with a finger rhyme	Bonjour, Madame, Monsieur, Salut, Au revoir	Children practice greeting each other using Bonjour, Salut, au revoir. Sing the word Bonjour to a well-known tune. Write the words Bonjour Madame March and Au revoir on the worksheet.
2.To develop listening skills by recognising individual words and their meaning I can begin to build sentences using 'and' (et) I am aware of culturally appropriate ways to greet and address people I can greet people by saying hello/hi and goodbye I can ask and respond to a question about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the word class for actions	Voici ma main, Elle a cinq doigts, en voici deux, en voici trois Recap Voici Ma Main: Voici ma main, Elle a cinq doigts, en voici deux, en voici trois Bonjour, Madame, Monsieur, Salut, Au revoir et Comment ça va? ça va bien, ça va mal, Merci Écoutez, taisez-vous, regardez, croisez les bras	Voici Ma Main- Finger Rhyme (Listen, say and read) Recap Rehearse and present Voici Ma Main finger rhyme . Revisit greetings then play Pass the Albert the Bear- when the music stops, children say Bonjour X et Bonjour Albert. Teach new phrases and practice asking and answering the question. Listen to and join in with the Greetings Song: 'Bonjour, salut, ça va, merci' Complete the section of the worksheet. Introduce Classroom action verbs and practice using interactive slides.
3.To recognise common French greetings in written form I can join in with a finger rhyme I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the words in a word search	Bonjour, Salut, Au revoir Voici Ma Main: Voici ma main, Elle a cinq doigts, en voici deux, en voici trois Comment ça va?, ça va bien, ça va mal, Merci Écoutez, taisez-vous, regardez, croisez les bras Jacques a dit, Il n'a pas dit	Recap Rehearse and present Voici Ma Main finger rhyme . Practice asking and answering the question - Comment ça va. Listen to and join in with the Greetings Song: 'Bonjour, salut, ça va, merci' Introduce speak bubble conversation to practice in pairs Complete wordsearch to reinforce recognition of key greetings. Revisit interactive slides of classroom action verbs Play French version of Simon says (Jacques a dit) to reinforce Classroom action verbs.
4. To join in with actions of songs and rhymes and say some individual French words I can join in with finger rhymes I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can join in with some of the words to a French song	Recap all of previous lesson's red vocabulary. Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt, Deux petits oiseaux, Assis sur une branche, Je m'appelle Comment t'appelles-tu	In pairs, practice having the speech bubble conversation. Revisit previous classroom action verbs through Tête à tête game/Jacques a dit game. Introduce x4 new ones. Practice with interactive slides. (including singing some to the tune of 'Hickory Dickory Dock') Deux Petits Oiseaux Rhyme (Listen, say and read). Spot any rhyming words. Listen and join in with the song - Comment tu t'appelles?

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><u>5. To recognise a familiar question and respond with a simple rehearsed response</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel</p> <p>I can join in with finger rhymes</p> <p>I can ask and answer the question – What is your name?</p> <p>I know what the pronouns je and tu mean</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can review my own learning and complete a self-assessment task</p>	<p>Bonjour, Salut, Au revoir, Comment ça va?, ça va bien, ça va mal, Merci</p> <p>Recap Deux petits oiseaux: Deux petits oiseaux, Assis sur une branche, Je m’appelle</p> <p>Comment t’appelles-tu</p> <p>Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt,</p>	<p>In pairs, practice having the speech bubble conversation.</p> <p>Deux Petits Oiseaux Rhyme (Listen, say and read)</p> <p>Practice asking and answering the question – Comment t’appelles-tu?</p> <p>Copy the phrases - Comment t’appelles-tu? And Je m’appelle (name) onto the top section of the worksheet.</p> <p>Revisit the interactive slides from the previous lesson to practise the new vocabulary.</p> <p>Complete the Self-assessment section of the worksheet.</p>
<p><u>6.To listen, repeat and blend sounds to produce colour words</u></p> <p>I can ask and answer familiar questions</p> <p>I can listen and respond to French classroom action words including show me and touch</p> <p>I can begin to learn French phonics for colour words by listening and repeating sounds and performing different actions to help me memorise them.</p> <p>I can begin to blend sounds</p> <p>I can link colour adjectives with a connective in a simple sentence</p> <p>I can listen to and join in with songs and stories</p>	<p>Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt,</p> <p>Touchez, montrez-moi</p> <p>bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc</p>	<p>Look at pictures representing the classroom action verbs and see how many of the words can be recalled.</p> <p>Teach new verbs – touchez and montrez-moi</p> <p>Find out prior knowledge of French colours from French week, table boxes etc...</p> <p>Listen and join in with the song ‘Les couleurs’ to the tune of Frère Jacques.</p> <p>Read the story ‘Toutes les couleurs’ highlighting the new colour words</p> <p>Complete the story review section at the bottom of the worksheet.</p> <p>Introduce the new colour vocabulary using the Physical French Phonics approach.</p> <p>Use interactive phonics slides and colour sequence slides to practice colour recognition and correct pronunciation.</p> <p>Play Splat on the whiteboard to identify x5 main colours.</p>
<p><u>7.LO: To develop strategies to memorise single words</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can develop my phonic knowledge using sounds and actions to help me memorise them</p> <p>I can listen to a French Christmas song and recognise key vocabulary</p>	<p>Comment t’appelles-tu?, Je m’appelle</p> <p>Bonjour, Salut, Au revoir, Comment ça va?, ça va bien, ça va mal, Merci</p> <p>Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt,</p> <p>Noël, Un chat, Un chien, un renne, un cadeau, un sapin, un bonhomme de neige, Le Père Noël, voici, et</p>	<p>Recap the x8 classroom action words through playing the game ‘Tête à tête.</p> <p>Introduce the new Christmas vocabulary (found in the story in Lesson 7), focusing on the phonics and pronunciation and using picture aids. Use lots of echoing back and repetition.</p> <p>Briefly explain the terms: noun, masculine, indefinite article.</p> <p>Perform a Mexican wave around the classroom alternating between saying the words - un chat, un chien, un renne.</p> <p>Use the interactive slides to orally construct sentences using Christmas nouns and a conjunction.</p> <p>Here is/are... X and X e.g. Voici un sapin et un renne</p> <p>Write the correct Christmas nouns and indefinite articles under the appropriate pictures on the worksheet.</p> <p>Listen to and join in with actions for the song – Le petit renne au nez rouge</p>
<p><u>To name objects and link words with a connective in a simple rehearsed statement</u></p> <p>I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is</p> <p>I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up)</p> <p>I can develop my phonic knowledge using sounds and actions to help me memorise them</p> <p>I can wish someone a ‘Happy Christmas!’</p> <p>I can say a simple rehearsed sentence using a connective</p> <p>I can listen to a French Christmas story and recognise key vocabulary</p>	<p>Comment t’appelles-tu?, Je m’appelle</p> <p>Bonjour, Salut, Au revoir, Comment ça va?, ça va bien, ça va mal, Merci</p> <p>Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt,</p> <p>Noël, Un chat, Un chien, un renne, un cadeau, un sapin, Le Père Noël, voici, et</p> <p>un bonhomme de neige,</p> <p>Joyeux Noel</p>	<p>Practise extended speech bubble conversation, in pairs.</p> <p>Play Jacques a dit to consolidate x8 classroom action verbs</p> <p>Revisit the Christmas vocabulary from the previous lesson and introduce the word for snow-man.</p> <p>Use the interactive slides to incorporate all the key Christmas vocabulary into sentences with a conjunction.</p> <p>Play pass the parcel using soft toy characters and practice saying Happy Christmas to them using their name. e.g. Joyeux Noël Père Noël!</p> <p>Listen and discuss the story ‘Silence Père Noël’.</p> <p>Complete the story review section of the worksheet.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<p><u>Annual French Week:</u></p> <p>Activities across the curriculum, including a French themed lunch meal.</p> <p>Contributions towards the International Schools Award</p> 
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><u>9. To learn about La Fête des Rois - a key festival in France and join in with actions and some words in a traditional story (Intercultural Understanding)</u></p> <p>I can say hello and Happy New Year to people</p> <p>I know key information about New Year Traditions in France</p> <p>I know the names of some animals: rabbit, wolf, bear, fox</p> <p>I can listen to and join in with songs and stories</p>	<p>Bonne Année</p> <p>La galette</p> <p>Un lapin, un loup, un ours, un renard</p>	<p>Teach how to say Happy New Year. Practice saying it to different people around the table.</p> <p>Introduce the word and show a picture of the special cake. Sing the song ‘La galette’ and Spot rhyming words.</p> <p>Introduce the x4 animal words found in the story. As the story is read, the children do the animal action every time they hear/see the animal word. Gesture ‘catching’ (holding onto yourself) whenever the phrase ‘attrape-moi si tu peux’ is said.</p> <p>Share the story – ‘Roule Galette’ and join in with animal actions and the repetitive phrase ‘Attrape-moi si tu peux’.</p> <p>Identify similarities and differences between the story and similar well-known English traditional stories and complete the bottom section of the worksheet.</p>
<p><u>10.To use strategies for memorising new vocabulary/sounds and begin to write colour words</u></p> <p>I can take part in a basic conversation with greetings, questions and answers</p> <p>I can become more confident knowing the French phonics for colour words and recognising them when spoken aloud.</p> <p>I can begin to write French colour words.</p> <p>I can link colour adjectives with a connective in a simple sentence</p> <p>I can begin to say the French alphabet</p> <p>I can listen to and join in with songs.</p>	<p>bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc</p> <p>voici, et</p> <p>C'est de quelle couleur?</p> <p>montrez-moi</p> <p>quelque chose</p> <p>L'alphabet</p>	<p>Join in with the song ‘les Couleurs’ to revisit the learning of colour words.</p> <p>Segment and blend the phonemes of each colour words using the Physical French Phonics approach.</p> <p>Follow and say the colour pattern on the interactive slides to the tune of Happy Birthday.</p> <p>Use the slides to help structure and say sentences using voici, et and colour words.e.g. Voici orange et marron.</p> <p>Play pass the parcel game using the bag of coloured bean bags.</p> <p>Ask the children ‘c’est de quelle couleur?’</p> <p>Pupils respond to the question ‘Montrez-moi quelque chose ... bleu</p> <p>Children complete the worksheet and fill in the missing letters from the colour words</p> <p>Introduce the French Alphabet. Listen to the song ‘L’alphabet Français’. Look at the similarities and differences to the English Alphabet.</p>
<p><u>11.To use knowledge of the sound of some letter strings to read aloud or say individual, familiar words</u></p> <p>I can remember most of the classroom action words</p> <p>I can recognise French colour words when playing a game</p> <p>I can join in with saying the French alphabet and spell my name</p> <p>I can begin to know the French phonics for number words</p> <p>I can listen to and join in with songs</p> <p>To reflect on my learning and identify my strengths and some areas to improve</p>	<p>bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc</p> <p>Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt,</p> <p>montrez-moi, touchez</p> <p>Comment t'appelles-tu?, Je m'appelle</p> <p>Comment ça s'écrit?</p> <p>zéro, un, deux, trois, quatre, cinq, six</p> <p>Répétez si c'est vrai</p> <p>montrez-moi</p> <p>sept, huit, neuf, dix</p>	<p>Join in with the song ‘les Couleurs’ to revisit the learning of colour words.</p> <p>Recap action words and colours. Say the word in French and the pupils perform an action to show they have understood the word.</p> <p>Pupils respond to the question ‘Montrez-moi quelque chose ... bleu and c’est de quelle couleur?’</p> <p>Join in with the song ‘L’alphabet Français’</p> <p>Children read the question and answer slides asking a person’s name and how to spell it.</p> <p>Children try to spell their own names using the French alphabet.</p> <p>Introduce the new number words and use the Physical French Phonics approach to teaching 0-6.</p>
<p><u>12.To listen and show understanding of the numbers 1-6 through a physical response</u></p> <p>I can recognise French colour words when playing a game</p> <p>I can begin to know the French phonics for number words 0-10</p> <p>I can listen to and join in with songs and a story.</p> <p>I can join in more confidently with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p>	<p>C’est de quelle couleur?</p> <p>bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc</p> <p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p>	<p>Reinforce colour vocabulary through phonics activity listening to the different phonemes. Identify which colour word has been sounded out.</p> <p>Play Recap Bingo using x4 different colour words written in English on whiteboards. Children listen to French colours being called out and tick off if on their board.</p> <p>Reinforce knowledge of number vocabulary through the slides showing the picture sound cues and letters.</p> <p>Children complete the listening activity and record their answers on the worksheet.</p> <p>Children sing numbers 1-10 using the tune Frère Jacques.</p> <p>Share the story ‘Maman’ with the class and encourage everyone to join in and count the animals in the pictures.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>13. <u>To identify and use strategies for memorising new vocabulary</u></p> <p>I can spell my name with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p> <p>I can identify, read and spell French colour words within a word search</p> <p>I can count, read and begin to write French numbers 0-10</p> <p>I can listen to and join in with songs</p>	<p>L'alphabet</p> <p>Comment t'appelles-tu?, Je m'appelle</p> <p>Comment ça s'écrit?</p> <p>Consonnes, voyelles</p> <p>C'est de quelle couleur?</p> <p>bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc</p> <p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p>	<p>Join in with the song 'L'alphabet Français'</p> <p>Children read the question and answer slides from L11 asking a person's name and how to spell it.</p> <p>Children spell their own names using the French alphabet with greater confidence.</p> <p>Ask children to identify vowels and consonants in English. Introduce the terms in French highlighting that 'Y' is classed as a vowel in French.</p> <p>Play pass the parcel game using magnetic letter. When a letter is pulled out of the bag the children place it in the correct area on the board depending on whether it is a vowel or a consonant.</p> <p>Reinforce knowledge of colour words by completing the word search and fill in the gaps activity on the worksheet.</p> <p>Practice numbers 0-10 using the Physical French Phonics approach.</p> <p>Children sing numbers 1-10 using the tune Frère Jacques.</p> <p>Play recap Bingo by choosing x4 numbers written as digits on mini whiteboards. Children tick off if they hear the matching French number spoken.</p> <p>Further consolidation through completion of the numbers' activities at the bottom of the worksheet. (Filling in the gaps and finding hidden number words.)</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	<div> <div>Recaps of prior learning</div> <div>Use of the working wall/ word mats/ knowledge organisers</div> <div>Traffic light system of self-assessment</div> <div>Google form assessment</div> <div>Stories, songs and rhymes</div> <div>Daily French Practice</div> <div>Parcels with Class teachers</div> <div>Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.</div> </div>	<div> <div><u>Annual French Week:</u></div> <div>Activities across the curriculum, including a French themed lunch meal.</div> <div>Contributions towards the International Schools Award</div> </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>14. <u>To listen and identify rhyming words and particular sounds in songs and rhymes</u></p> <p>I can count, read and understand French numbers 0-10 I can read and spell French colour words using the French alphabet and say if the letters are vowels or consonants I can listen to and join in with a rhyme and spot the rhyming words</p>	<p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Consonnes, voyelles bleu, rouge, vert, jaune, gris, orange, marron, violet, rose, noir, blanc Monsieur Pouce est dans sa maison, Toc toc toc, Qui est là?, C'est moi! Chut! Je dors. Mais, toc, toc, toc Qui est là? C'est moi! Ah Je sors!</p>	<p>Children sing numbers 1-10 using the tune Frère Jacques.</p> <p>Play recap Bingo by choosing x4 numbers written as digits on mini whiteboards. Children tick off if they hear the matching French number spoken.</p> <p>Children read the French numbers on the worksheet and record the correct digits next to them.</p> <p>Recap which letters are classed as vowels and consonants in French.</p> <p>Work through the interactive slides saying each letter of the colour words using the French alphabet and identifying which are consonants and vowels.</p> <p>'Monsieur Pouce est dans sa maison' – Finger Rhyme. Listen, say and read.</p>
<p>15. <u>To read aloud a list of objects with a connective in a simple sentence</u></p> <p>I can review my own learning and complete a self-assessment sheet I can say please in French using two different ways I can ask for something in French and say thank you I know some French words for objects found in a pencil case and use masculine and feminine indefinite articles I can listen to and join in with a rhyme and a story and spot key words</p>	<p>Monsieur Pouce est dans sa maison, Toc toc toc, Qui est là?, C'est moi! Chut! Je dors. Mais, toc, toc, toc Qui est là? C'est moi! Ah Je sors! S'il te/vous plaît merci Qu'est-ce que c'est? Un pinceau, un stylo, un crayon, un feutre, une gomme, une règle C'est un/une Oui, non Je veux, voilà, Et</p>	<p>Revisit and perform 'Monsieur Pouce est dans sa maison' – Finger Rhyme. Introduce new manners vocabulary that will be found in the story later in the lesson. Use the Physical French Phonics approach to learn the words and pronounce them correctly. Share the story 'Je Veux Manger!' Encourage children to spot the new words and try strategies to work out the meaning of unfamiliar words. Introduce new pencil case equipment vocabulary that will be found in the story later in the lesson. Use the Physical French Phonics approach to learn the words and pronounce them correctly. Look at the different words used to show masculine and feminine nouns. Working in pairs, Children use the question prompts on the slide to ask 'What is it?' 'Is it a ...?' and answer 'Yes it is a ...' or 'no it isn't a...' explain use of intonation to turn a statement into a question. Children learn how to ask politely for an item of pencil case equipment and respond using appropriate manners. Je veux une règle, s'il vous plaît? Voilà! Merci! Using the interactive slides, pupils read the picture cues and written sentences to form oral sentences using the conjunction 'et'.</p>
<p>16. <u>To write and say familiar words using a model and from memory</u></p> <p>I can write French numbers 0-10 I can understand, say and read items of equipment found in a pencil case I know how to say 'I have' I can write a short sentence using a model and know the French words for comma and full stop. I can listen to and join in with a song</p>	<p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Comment ça s'écrit? Qu'est-ce que c'est? Un pinceau, un stylo, un crayon, un feutre, une gomme, une règle Virgule, pointe J'ai Dans ma trousse... Et</p>	<p>Children sing numbers 1-10 using the tune Frère Jacques. Children look at the slides and work out which letters are missing from the numbers spelt out. Children to complete the numbers crossword on the worksheet. Recap the pencil case vocabulary from the previous lesson. Play Kim's game using the interactive slides. Read the sentences on the slides and teach the terms for comma and full stop in French. Use the Physical French Phonics approach to learn the phrase 'J'ai'. Complete the worksheet by writing sentences using items of pencil case equipment and the conjunction 'et'. e.g. J'ai un crayon, une gomme et un feutre. Listen to the song 'Dans ma trousse' and hold up the appropriate stationery when it is mentioned in the song.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
17. <u>To know a noun, verb, adjective, pronoun and conjunction in French</u> I can listen to and join in with a song using classroom equipment vocabulary and an animated video song I can identify subject pronouns, verbs, nouns and a conjunction within a sentence I know what an indefinite article is (un/une) I know the verbs to jump, to walk and to dance I know that verbs can have different endings and can use the je and tu form with a regular verb I know the adverbs for slowly and quickly	Qu'est-ce que c'est? Un pinceau, un stylo, un crayon, un feutre, une gomme, une règle C'est un/une Oui, non Tu as J'ai Écoutez, taisez-vous, regardez, croisez les bras, Levez-vous, asseyez-vous, asseyez-vous correctement, levez le doigt, montrez-moi, touches danser//danse//dances sauter//saute//sautes marcher//marche//marches vite lentement	Hold up stationary items and ask 'What is it?', or 'C'est un/une...?' Children reply using Oui/non, c'est un/une... Join in with the song 'Dans ma trousse' and hold up the appropriate stationary when it is mentioned in the song. Teach how to ask 'Do you have.. and answer 'I have...' Revisit the classroom action verbs. See how many the children can say by looking at the picture cues on the slides. Introduce x3 new verbs using the Physical French Phonics approach. Look at the different ways verbs can end in French depending on the pronoun they are used with. Children sort familiar vocabulary into different word classes on the worksheet. Watch the video clip of the song 'Meurnier tu dors...' and encourage the children to join in with actions. Can they spot the new word vite?
18 <u>To complete a Google Form Assessment to review my learning this year</u>	Revisit key vocabulary covered throughout the year.	Carry out individual Google Forms assessment tasks revisiting the whole year's learning.
19 <u>To consolidate all learning through a variety of games and songs</u>	Revisit key vocabulary covered throughout the year.	Play a range of different games such as bingo, hangman etc... to consolidate the learning that has taken place throughout the year


Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	<u>Annual French Week:</u> Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			





National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To begin to use first words and sounds in French I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary I know where France is and different languages spoken by others in the class I understand how a language is learnt I can greet people by saying hello/hi and goodbye and understand greeting customs in France I can listen to and join in with a finger rhyme	Greetings and rhymes	Look at and discussing a map of Europe/sharing language skills. Look at images, practice greeting each other using key words – Bonjour, Salut, au revoir Voici Ma Main- Finger Rhyme (Listen, say and read)
2.To develop listening skills by recognising individual words and their meaning I can begin to build sentences using 'and' (et) I am aware of culturally appropriate ways to greet and address people I can greet people by saying hello/hi and goodbye I can ask and respond to a question about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the word class for actions	Greetings and rhymes	Revisit greetings and rhyme .
3.To recognise common French greetings in written form I can join in with a finger rhyme I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 4 classroom commands (listen, look, be quiet and cross your arms) and recognise the words in a word search	Greetings and rhymes	Revisit greetings and rhyme .
4. To join in with actions of songs and rhymes and say some individual French words I can join in with finger rhymes I can have a short conversation in French using greetings and asking and answering about how I feel I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can join in with some of the words to a French song	Greetings and rhymes	Deux Petits Oiseaux Rhyme (Listen, say and read)

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
5. To recognise a familiar question and respond with a simple rehearsed response I can have a short conversation in French using greetings and asking and answering about how I feel I can join in with finger rhymes I can ask and answer the question – What is your name? I know what the pronouns je and tu mean I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can review my own learning and complete a self-assessment task	Greetings and rhymes	Revisit rhyme from previous lesson.
6.To listen, repeat and blend sounds to produce colour words I can ask and answer familiar questions I can listen and respond to French classroom action words including show me and touch I can begin to learn French phonics for colour words by listening and repeating sounds and performing different actions to help me memorise them. I can begin to blend sounds I can link colour adjectives with a connective in a simple sentence I can listen to and join in with songs and stories		
7.IO: To develop strategies to memorise single words I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can develop my phonic knowledge using sounds and actions to help me memorise them I can listen to a French Christmas song and recognise key vocabulary	Greetings and rhymes	Learn Key vocabulary associated with Christmas. Listen and join in with French Christmas song -‘Le petit renne avec le nez rouge’. Practise Christmas vocabulary and learning how to say Joyeux Noël.
8. To name objects and link words with a connective in a simple rehearsed statement I can have a short conversation in French using greetings and asking and answering about how I feel and what my name is I can listen, recognise and respond to 8 classroom commands (listen, look, be quiet, cross your arms, stand up, sit down, sit down properly, put your hand up) I can develop my phonic knowledge using sounds and actions to help me memorise them I can wish someone a ‘Happy Christmas!’ I can say a simple rehearsed sentence using a connective I can listen to a French Christmas story and recognise key vocabulary	Greetings and rhymes	Listen to the story of ‘Silence Père Noël’ and join in with repetitive key phrases. Listen and join in with French Christmas song -‘Mon beau sapin’

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	Ambitious Articulate Curious Resilient Respect Kind	Recaps of prior learning Use of the working wall/ word mats/ knowledge organisers Traffic light system of self-assessment Google form assessment Stories, songs and rhymes Daily French Practice Parcels with Class teachers Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.	Annual French Week: Activities across the curriculum, including a French themed lunch meal. Contributions towards the International Schools Award 
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

		<h1>Year 3 (Spring) - MFL - Intercultural Understanding and Diversity</h1>			
National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar	
	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in an responding Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences 	<ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary Describe people, places, things and actions orally and in writing Write words from memory and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied; 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 	
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar	
	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Recognise a familiar question and respond with a simple rehearsed response Name objects and actions and link words with a connective in a simple rehearsed statement 	<ul style="list-style-type: none"> Join in with actions to accompany familiar songs, stories and rhymes and say some of the words 	<ul style="list-style-type: none"> Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words Read and show understanding of familiar single words Identify and use strategies for memorising new vocabulary Write and say simple familiar words to describe people, places, things and actions using a model Write single familiar words from memory with understandable accuracy 	<ul style="list-style-type: none"> Name noun, adjective, verb, pronoun, conjunction in the language being studied Use the 1st and 2nd person pronouns with a regular verb 	
Lessons Sequence		Substantive Knowledge / Key Knowledge		Disciplinary Knowledge / Skills	
9. To learn about La Fête des Rois - a key festival in France and join in with actions and some words in a traditional story (Intercultural Understanding) I can say hello and Happy New Year to people I know key information about New Year Traditions in France I know the names of some animals: rabbit, wolf, bear, fox I can listen to and join in with songs and stories		Greetings and rhymes		Learn how to say the Happy New Year greeting - Bonne Année. Learn about the festival 'La Fête des Rois' and the different customs carried out by those celebrating. Sing the song – 'La Galette' . Complete the top section of the worksheet to demonstrate knowledge of the festival. Share the story – 'Roule Galette' and join in with animal actions and the repetitive phrase 'Attrape-moi si tu peux'. Identify similarities and differences between the story and similar well-known English traditional stories and complete the bottom section of the worksheet.	
10. To use strategies for memorising new vocabulary/sounds and begin to write colour words I can take part in a basic conversation with greetings, questions and answers I can become more confident knowing the French phonics for colour words and recognising them when spoken aloud. I can begin to write French colour words. I can link colour adjectives with a connective in a simple sentence I can begin to say the French alphabet I can listen to and join in with songs.					
11. To use knowledge of the sound of some letter strings to read aloud or say individual, familiar words I can remember most of the classroom action words I can recognise French colour words when playing a game I can join in with saying the French alphabet and spell my name I can begin to know the French phonics for number words I can listen to and join in with songs To reflect on my learning and identify my strengths and some areas to improve					
12. To listen and show understanding of the numbers 1-6 through a physical response I can recognise French colour words when playing a game I can begin to know the French phonics for number words 0-10 I can listen to and join in with songs and a story. I can join in more confidently with the French alphabet I can say letters from the French alphabet and identify if they are vowels or consonants					

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>13. <u>To identify and use strategies for memorising new vocabulary</u></p> <p>I can spell my name with the French alphabet</p> <p>I can say letters from the French alphabet and identify if they are vowels or consonants</p> <p>I can identify, read and spell French colour words within a word search</p> <p>I can count, read and begin to write French numbers 0-10</p> <p>I can listen to and join in with songs</p>		

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, Simple questions and answers	<div> <div>Ambitious</div> <div>Articulate</div> <div>Curious</div> <div>Resilient</div> <div>Respect</div> <div>Kind</div> </div>	<div> <div>Recaps of prior learning</div> <div>Use of the working wall/ word mats/ knowledge organisers</div> <div>Traffic light system of self-assessment</div> <div>Google form assessment</div> <div>Stories, songs and rhymes</div> <div>Daily French Practice</div> <div>Parcels with Class teachers</div> <div>Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.</div> </div>	<div> <div><u>Annual French Week:</u></div> <div>Activities across the curriculum, including a French themed lunch meal.</div> <div>Contributions towards the International Schools Award</div> </div>
<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
<i>Animals</i>	A small selection of masculine animal nouns			
<i>Numbers</i>	0-10			
<i>Actions</i>	Classroom action verbs, simple movement verbs and related adverbs			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen attentively to spoken language and show understanding by joining in an respondingExplore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the wordsEngage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and helpSpeak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences	<ul style="list-style-type: none">Appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none">Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionaryDescribe people, places, things and actions orally and in writingWrite words from memory and adapt these to create new sentences, to express ideas clearly	<ul style="list-style-type: none">Understand basic grammar appropriate to the language being studied; 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
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none">Listen and show understanding of single words through physical responseListen and identify rhyming words and particular sounds in songs and rhymesRecognise a familiar question and respond with a simple rehearsed responseName objects and actions and link words with a connective in a simple rehearsed statement	<ul style="list-style-type: none">Join in with actions to accompany familiar songs, stories and rhymes and say some of the words	<ul style="list-style-type: none">Using the knowledge of the sound of some letter strings, read aloud or say individual familiar wordsRead and show understanding of familiar single wordsIdentify and use strategies for memorising new vocabularyWrite and say simple familiar words to describe people, places, things and actions using a modelWrite single familiar words from memory with understandable accuracy	<ul style="list-style-type: none">Name noun, adjective, verb, pronoun, conjunction in the language being studiedUse the 1st and 2nd person pronouns with a regular verb

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>14. <u>To listen and identify rhyming words and particular sounds in songs and rhymes</u></p> <p>I can count, read and understand French numbers 0-10</p> <p>I can read and spell French colour words using the French alphabet and say if the letters are vowels or consonants</p> <p>I can listen to and join in with a rhyme and spot the rhyming words</p>	Greetings and rhymes	Learn traditional rhyme - ‘Monsieur Pouce est dans sa maison’
<p>15. <u>To read aloud a list of objects with a connective in a simple sentence</u></p> <p>I can review my own learning and complete a self-assessment sheet</p> <p>I can say please in French using two different ways</p> <p>I can ask for something in French and say thank you</p> <p>I know some French words for objects found in a pencil case and use masculine and feminine indefinite articles</p> <p>I can listen to and join in with a rhyme and a story and spot key words</p>	Greetings and rhymes	Learn appropriate manners in line with French customs and practice. Recognise informal and formal ways of addressing people depending on familiarity/position Je veux...s’il te/vous plait, merci
<p>16. <u>To write and say familiar words using a model and from memory</u></p> <p>I can write French numbers 0-10</p> <p>I can understand, say and read items of equipment found in a pencil case</p> <p>I know how to say ‘I have’</p> <p>I can write a short sentence using a model and know the French words for comma and full stop.</p> <p>I can listen to and join in with a song</p>		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>17.<u>To know a noun, verb, adjective, pronoun and conjunction in French</u></p> <p>I can listen to and join in with a song using classroom equipment vocabulary and an animated video song</p> <p>I can identify subject pronouns, verbs, nouns and a conjunction within a sentence</p> <p>I know what an indefinite article is (un/une)</p> <p>I know the verbs to jump, to walk and to dance</p> <p>I know that verbs can have different endings and can use the je and tu form with a regular verb</p> <p>I know the adverbs for slowly and quickly</p>	Greetings and rhymes	Listen to and watch a video clip of the traditional song ‘ Meunier tu dors ’. Join in with actions for the main parts of the song. (Calling the miller, sleeping, fast, rain, wind blowing)
18 <u>To complete a Google Form Assessment to review my learning this year</u>		
19 <u>To consolidate all learning through a variety of games and songs</u>		

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<i>Colours</i>	Introduction to colour adjectives in their simplest form			
<i>Calendar</i>	Christmas and New Year			
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French week lessons		Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Geography		Understand where France is and which other countries in the world speak French as an official language.	Look at maps and understand where France is. Explore which other countries in the world speak French as an official language. Consider which languages are known and used by pupils at Rushey Mead Primary.
English		Traditional Tale =The Enormous Turnip in French. Deduce what is happening in the story and join in with key phrases.	Share the story on the IWB using an animated video clip, deduce what is happening in the story and join in with key phrases. Complete a follow-up piece of work e.g Writing some of the key French words, labelling pictures, matching English words to French words, zoom in on a repetitive phrase and learn it off by heart Produce comic strips based on the French version of the Enormous turnip story
Art		Monet — Recognise the style of Monet’s painting	Look at the PowerPoint of the French artist’s famous artwork, answer some art appreciation questions then produce one imitation per table of a well-known piece of art from that artist for a display.

French week lessons	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Music	Listen to and join in with arrange of French songs that consolidate the learning of key vocabulary from the French curriculum.	Debussy Listen to the playlist of the famous French composer’s most well-known pieces of music whilst producing artwork. Listen to and join in with arrange of French songs that consolidate the learning of key vocabulary from the French curriculum.
IT & Inspirational Francophone Person	Understand why Kylian Mbappé (Footballer) is a significant figure in France	Research the footballer - Kylian Mbappé (Footballer) and produce a Fact file, Mind-map, Poster, leaflet about them
PE & Dance	Learn the rules to play the game ‘ La Pétanque ’ Learn the traditional French dances of ‘ La Farandole ’ and ‘ Jean Petit ’	Play the game ‘ La Pétanque ’, following the rules Perform traditional French dances of ‘ La Farandole ’ and ‘ Jean Petit ’
Maths	French numbers (0-10)	Interactive Number Games: Bingo, Hangman Spelling French Numbers – using French numbers (0-10)
Food Technology	To identify traditional French foods	French food tasting and creating a simple French dish.

Themes		Character Traits	Stickability	WOW
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