

	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>1. To revisit and refresh areas of learning from last year's curriculum</b>            I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary            I can ask and appropriate questions and answers used in basic conversations, including greetings.            I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.            I can recall French colours, numbers, action verbs, pencil case equipment, clothing,            I can ask 'Who is it? And reply, It is or it isn't...'            I can review my own learning and identify areas I'm doing well in and areas to improve.</p>	<p>Recap all the key sounds and actions from the Physical French Phonics programme.</p>	<p>Use the Interactive summary chart to revisit all sounds and actions. All children to demonstrate their knowledge collectively.</p>
<p><b>2. To use a bi-lingual dictionary to find the meaning of masculine animal nouns and write some noun phrases using them with colour adjectives</b>            I can use a bi-lingual dictionary to find the meaning of unfamiliar, masculine, animal nouns            I can listen to and understand some French animal words            I can identify and read aloud letter strings in masculine animal nouns            I know where to position colour adjectives within a noun phrase and write some accurate noun phrases using a word bank            I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p>	<p>Dictionary Skills: Use the bi-lingual dictionaries to look up the English meaning of unfamiliar French Masculine animal nouns.</p> <p>Key sounds contained in the new masculine animal noun vocabulary.  <b>Un chien, un chat, un mouton, un lion, un papillon, un caméléon, un cochon, un perroquet, un furet</b></p> <p><b>Silent Letters and Liaison Counting Masculine Nouns:</b> (a dog or one dog) <b>un chien ien</b>            un chien, deux chiens, trois chiens, quatre chiens, cinq chiens, six chiens, sept chiens, huit chiens, neuf chiens, dix chiens</p> <p>* the final consonant of a number is silent *when counting nouns the final 's' is silent</p>	<p>In pairs, play the class game 'Fastest Finder' using the bi-lingual dictionaries to discover the meanings of the words and complete the section on the worksheet.</p> <p>Use the Physical French Phonics approach and interactive slides to support learning the sounds and graphemes found in the new masculine animal noun vocabulary.</p> <p>Use the Physical French Phonics interactive slides to pronounce 'un chien' correctly and chant together counting from 1-10 dogs using silent letters and liaisons accurately.</p>
<p><b>3. To follow the text of a song and sing or read aloud</b>            I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme            I know how to say and blend the sounds of masculine animal nouns            I can create noun phrases by correctly positioning a colour adjective in the phrase and know that the word order is different in French            I can use liaisons to pronounce animal nouns that begin with a vowel and use indefinite articles            I can listen to and understand the meaning of a variety of masculine animal nouns            I can create positive and negative noun sentences using masculine animal nouns and colour adjectives            I can follow the text of a song and sing or read it aloud</p>	<p>Recap the pronunciation of 'un chien' and counting masculine animal nouns.</p> <p>Reinforce the phonics contained in the new masculine animal noun vocabulary.</p> <p>Liaisons and silent letters in new vocabulary: <b>un ours, un éléphant, un âne.</b></p> <p>Highlight the 'on' sound as it appears throughout the song 'Léon le caméléon'.</p>	<p>Chant together counting 1-10 dogs using silent letters and liaisons accurately.</p> <p>Collectively, make the sounds found in the key words and perform the relevant actions. Use the interactive slides to match the different letter strings to the correct sound pictures.</p> <p>Look at how the 'un' sounds differently when followed by a noun beginning with a vowel.</p> <p>Read and discuss the meaning of the lyrics to the <b>Song 'Léon le caméléon'</b>. Follow along using the worksheet and join in with the video clip of the song.</p>

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<p><b>4) To apply the rules of agreement of colour adjectives with singular nouns</b>            I can ask and answer several familiar questions with a rehearsed response            I can use a bi-lingual dictionary to find the meaning of feminine animal nouns            I can listen to and understand some French animal words            I can count feminine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I know that the pronunciation and spelling of some colour adjectives change when they are with a feminine noun.            I can write some accurate feminine noun phrases using a word bank            I can listen to a traditional French song and spot familiar French words in the lyrics</p>	<p>Dictionary Skills: Use the bi-lingual dictionaries to look up the English meaning of unfamiliar French Feminine animal nouns.</p> <p>Key sounds and graphemes contained in the new feminine animal noun vocabulary.            New graphemes for familiar sounds - ( è/ ei/ai) (ll/ill) (th) (gn)  <b>une grenouille, une panthère, une araignée, une chenille, une abeille, une libellule, une baleine, une perruche</b></p> <p><b>Silent Letters and Liaison Counting Feminine Nouns:</b> (a panther or one panther) <b>Une panthère th</b>            Une panthère, deux panthères, trois panthères, quatre panthères, cinq panthères, six panthères, sept panthères, huit panthères, neuf panthères, dix panthères,            *the final consonant of a number is silent *when the noun is plural the 's' is always silent</p> <p><b>Silent Letters and Liaison Counting Feminine/masculine Nouns Beginning with a vowel or Silent 'h':</b> (a spider or one spider) <b>une araignée gn</b>            Une araignée, deux araignées, trois araignées, quatre araignées, cinq araignées, six araignées, sept araignées, huit araignées, neuf araignées, dix araignées            un homme, deux hommes, trois hommes, quatre hommes, cinq hommes, six hommes, sept hommes, huit hommes, neuf hommes, dix hommes,            *The final consonant of the number is sounded when followed by a silent letter or a vowel.            *the 'x' at the end of deux, six and dix or the 's' at the end of trois is pronounced 'zzz'</p>	<p>In pairs, use the bi-lingual dictionaries to help match up the correct French and English versions of the feminine animal nouns on the worksheet. Children to sometimes begin with the French word and sometimes the English word.</p> <p>Work through the interactive slides and use the Physical French Phonics approach to learning the new graphemes which correspond to the phonemes.</p> <p>Use the Physical French Phonics interactive slides to pronounce 'Une panthère' correctly and chant together counting from 1-10 panthers using silent letters and liaisons accurately. Continue in the same manner for counting 1-10 spiders.</p>
<p><b>5) To read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules</b>            I can use a bi-lingual dictionary to find the meaning of adjectives in agreement (masculine and feminine forms)            I can count feminine animals with the correct pronunciation and observe silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I can play a listening game and work out the mystery animal using the alphabet, numbers, vowels and consonants            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I can read more complex sentences with indefinite articles, nouns, adjectives and a conjunction.            I can review my own learning and identify areas I'm doing well in and areas to improve.            I can listen to a traditional French song and spot feminine French colour adjectives in the lyrics</p>	<p>Dictionary Skills: Masculine and feminine forms of colour adjectives (black, grey, blue, green, white and purple)</p> <p>Highlight pronunciation of colour adjectives when in the masculine and feminine form.  <b>Vert/verte violet/violette blanc/blanche</b>            Recap all of the previous lesson's phonics work.</p> <p>Apply knowledge of sounds, letter strings for spelling, letters of the alphabet, vowels and consonants.</p>	<p>Children use the bi-lingual dictionaries to find the French way to spell masculine and colour adjectives.</p> <p>Work through the interactive slides.</p> <p>Play the game 'I'm thinking of an animal'. Use the French clues about the letters found in the animal nouns to deduce which animal is correct.</p>
<p><b>6) To use the correct form of the indefinite article in the singular (un/une) and in the plural (des)</b>            I know that nouns and adjectives must agree according to the gender of the noun and that this can change the spelling of the colour adjective.            I can use my knowledge of French phonics to work out the meaning of unfamiliar French words.            I can remember which animal nouns are masculine and which are feminine.            I can understand, read and say plural nouns.            I know the meaning of 'C'est' and 'Ce sont des' and can use them in sentences.            I can count animals remembering silent letters and liaisons.            I understand the questions: C'est combien? and 'Combien de ...y a-t-il?'            I can say and write a reply using 'Il y a'... and spell the plural noun correctly.</p>	<p>Reinforce pronunciation of colour adjectives when in the masculine and feminine form.</p> <p>New vocabulary:  <b>une étoile</b>—a star  <b>Ce sont des...</b> these are some  <b>C'est combien?</b> How many? <b>Combien de X y a-t-il?</b> How many X are there? <b>Il y a</b> There are...</p> <p>Dictionary skills: Spelling regular and irregular plural nouns e.g chapeau/chapeaux</p> <p>Silent letters and liaisons when counting animal nouns.            Highlight the un/une for meaning 'one' when in masculine or feminine form.</p>	<p>Work through the interactive slides building up noun phrases with colour adjectives.</p> <p>Use knowledge of phonics to work out the correct pronunciation of new words.</p> <p>Look at sample page from the dictionary and discuss.</p> <p>Count different quantities of animal nouns using the interactive slides.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>7) To write and say a more complex sentence using indefinite articles and applying the rules of agreement with the support of a language scaffold</b></p> <p>I can recall and extend my knowledge of key Christmas vocabulary</p> <p>I can use the correct form of indefinite article</p> <p>I can remember how to make nouns and adjectives agree in masculine, feminine, singular and plural form</p> <p>I can say how many of an object there are</p> <p>I know the meaning of il y a and can use it to say a sentence.</p> <p>I can write a letter to Father Christmas using more complex sentences.</p> <p>I can listen, read and join in with singing a Christmas song</p>	<p>Use existing knowledge of French phonics to work out unfamiliar vocabulary in a Christmas song.</p>	<p>Follow along and join in with the lyrics of the Song 'Les douze jours de Noël' on the worksheet and video clip.</p>
<p><b>8) To produce negative sentences in both singular and plural form and understand that size adjectives are positioned before the noun</b></p> <p>I can say Happy New Year in French</p> <p>I can say this is/isn't and these are/aren't in French</p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know how to pronounce words where a liaison is needed.</p>	<p>Recap pronunciation of Bonne Année.</p> <p>New vocabulary: Highlight the different pronunciation when in their masculine and feminine form.</p> <p>grand or grande - big</p> <p>petit or petite - small</p>	<p>Greet each other.</p> <p>Use the interactive slides and the Physical French Phonics approach to segmenting and blending new vocabulary.</p> <p>Play Blockbuster phonics to reinforce key phonemes</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	<i>Greetings, Secure conversations, Manners, A wide variety of questions and answers</i>	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	<i>Adding colour adjectives to masculine, feminine and plural nouns</i>			
<i>Calendar</i>	<b>Additional Christmas Vocabulary and Letter to Father Christmas (nouns/adjectives)</b>			
<i>Animals</i>	<i>Masculine and feminine animal nouns including plurals</i>			
<i>Numbers</i>	<i>0-31, Counting nouns and describing the number of objects</i>			
<i>Actions</i>	<b>Classroom action verbs, Movement verbs and related adverbs used with more complexity</b>			

	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>9) To use familiar vocabulary to read and say more complex sentences using a language scaffold</b></p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can use a speaking frame to build more complex sentences.</p> <p>I can play games to help me remember new learning.</p> <p>I can follow the text of a simple French song and join in with some of the words.</p>	<p>Reinforce pronunciation of size and colour adjectives when in the masculine and feminine form.</p> <p>Counting masculine and feminine animal noun phrases that incorporate size and colour adjectives. Use of silent letters and liaisons.</p> <p>Dictionary Skills: Exploring other adjectives in their masculine, feminine and plural forms.</p> <p>Knowledge of all key phonics and graphemes.</p>	<p>Work through interactive slides, speaking as accurately as possible.</p> <p>Chant collectively with correct pronunciation.</p> <p>Look at example words from the bi-lingual dictionary and observe differences.</p> <p>Play Blockbuster Phonics.</p>
<p><b>10) To write and say a more complex sentence to describe animals using a language scaffold</b></p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can arrange word cards to show the correct word order for describing singular and plural nouns with size and colour adjectives.</p> <p>I can use a writing frame to build more complex sentences</p> <p>I can review my learning and identify strengths and areas for development.</p> <p>I can apply my knowledge of phonics in a game situation.</p>	<p>Knowledge of all key phonics and graphemes.</p>	<p>Play Blockbuster Phonics.</p>
<p><b>11) LO: To identify nouns, adjectives, verbs, pronouns and conjunctions within complex sentences</b></p> <p>I know the correct word order when writing more complex sentences using adjectives.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know the meaning of il y a and qu'est-ce qu'il ya?!</p> <p>can use a language scaffold to read, say and write more complex sentences.</p> <p>I can give examples of indefinite and definite articles, nouns, verbs, adjectives, pronouns, verbs and a conjunction.</p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p>	<p>New vocabulary:</p> <p>Qu'est-ce qu'il y a? - what is there?</p> <p>Dans - in, Le sac - bag, Le placard - cupboard, Le jardin - garden, La boîte - box</p>	<p>Use the Physical French Phonics approach to learning new vocabulary. Work through interactive slides demonstrating use of the new words and appropriate pronunciation.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12) To follow the simple text of a song and story and sing/read them aloud</b></p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p> <p>I can remember the correct word order when making sentences using indefinite articles, nouns, size and colour adjectives.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a song and a story.</p>	<p>New vocabulary: le, la, l', les = The</p> <p>Key knowledge of all phonics and graphemes covered.</p>	<p>Use interactive slides to support learning of the definite articles.</p> <p>Apply knowledge of key sounds and graphemes to unfamiliar words in the <b>Story 'Qui Conduit?'</b> and the <b>Song 'Il court, il court le furet'</b></p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<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"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

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<p><b>13.) To follow the text of a simple story, identifying the meaning of words and reading aloud</b></p> <p>I can use my knowledge of phonics to help me read new verbs (nager, manger, voler) and other unfamiliar vocabulary.</p> <p>I know that verbs can have different endings</p> <p>I can understand, read, say and write complex sentences using indefinite articles, nouns, size and colour adjectives and verbs.</p> <p>I can remember the correct word order when writing complex sentences.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a story.</p>	<p>New vocabulary: nager- to swim, voler - to fly and manger - to eat</p> <p>Reinforce correct pronunciation of masculine and feminine size and colour adjectives within sentences.</p> <p>Knowledge of all phonics and graphemes.</p>	<p>Work through interactive slides covering the content.</p> <p>Apply knowledge of sounds and graphemes when encountering unfamiliar words in the Story 'Bon appetit Monsieur Lapin!'.</p>
<p><b>14.) To use 1st and 2nd person pronouns with a regular verb</b></p> <p><b>*Takes x2 sessions*</b></p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can use a bi-lingual dictionary to find out the meaning of French verbs and to identify how to say certain verbs in French.</p> <p>I am beginning to understand that verb endings change depending on the noun or pronoun who is doing the verb.</p> <p>I can say and write positive and negative sentences.</p> <p>I can use the word 'Qui' to form positive and negative questions.</p>	<p>Dictionary Skills: Looking for the meanings of common French verbs and how to conjugate them. Identify silent letter in different subject pronouns and verb endings.</p> <p>Je regarde, tu regardes, il/elle regarde, ils/elles regardent</p>	<p>Each table hunts for different verbs in the bi-lingual dictionaries. Alternating from starting with a French verb and then with an English verb. Share findings with the class.</p> <p>Look at key page illustrating verb conjugation.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>15.) <b>To ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification</b>  <b>*Takes x2 sessions*</b></p> <p>I can ask and answer the question - 'Do you have a pet?', using either a positive or negative answer.</p> <p>I can construct a sentence saying what animal I have and what I would like to have.</p> <p>I can describe animals using numbers.</p> <p>I can play a French card game 'Pege dans le lac' to practice Q and A's about pets.</p> <p>I am beginning to understand how to use different subject pronouns when asking and answering questions.</p> <p>I can ask and answer questions about a pet's name and how to spell it, their age and what colour they are.</p>	<p>New vocabulary:  <b>Tu as un animal?</b> - Do you have a pet?  <b>Je n'ai pas d'animal</b>—I don't have a pet.</p> <p>Reinforce pronunciation of subject pronouns.</p>	<p>Use the interactive slides and the Physical French Phonics approach to learning the new vocabulary. Ensure correct pronunciation when using the question and giving answers with partners.</p>
<p>16.) <b>To write familiar complex sentences from memory with understandable accuracy</b></p> <p>I can remember the vocabulary for common French pet animals.</p> <p>I can ask and answer questions about pet(s) using both positive and negative sentences to reply.</p> <p>I can remember the rules of agreement when adding. adjectives for singular/plural/ Masculine and Feminine forms.</p> <p>I can write some complex sentences from memory.</p> <p>I can review my learning and identify strengths and areas for improvement.</p>	<p>Reinforce phonics knowledge from previous learning.</p>	<p>Use appropriate pronunciation, remembering liaisons and silent letters.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<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"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>1. To revisit and refresh areas of learning from last year's curriculum</b>          I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary          I can ask and appropriate questions and answers used in basic conversations, including greetings.          I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.          I can recall French colours, numbers, action verbs, pencil case equipment, clothing,          I can ask 'Who is it? And reply, It is or it isn't...          I can review my own learning and identify areas I'm doing well in and areas to improve.</p>	<p>Revisit word order. Colour adjectives come after the noun in French.</p>	<p>Model examples on the whiteboard and then play hangman using masculine nouns with a colour adjective. (Stationery and clothing nouns.)</p>
<p><b>2. To use a bi-lingual dictionary to find the meaning of masculine animal nouns and write some noun phrases using them with colour adjectives</b>          I can use a bi-lingual dictionary to find the meaning of unfamiliar, masculine, animal nouns          I can listen to and understand some French animal words          I can identify and read aloud letter strings in masculine animal nouns          I know where to position colour adjectives within a noun phrase and write some accurate noun phrases using a word bank          I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p>	<p>Changes to nouns when they become plural.</p> <p>Noun phrases containing colour adjectives and masculine animal nouns.          E.g Un papillon jaune.</p>	<p>Look in the dictionaries to see how the spelling alters when nouns are singular and then plural.</p> <p>Work through the interactive slides to practice and reinforce the concept.</p> <p>Write x4 different noun phrases on the worksheet to demonstrate this skill.</p>
<p><b>3. To follow the text of a song and sing or read aloud</b>          I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme          I know how to say and blend the sounds of masculine animal nouns          I can create noun phrases by correctly positioning a colour adjective in the phrase and know that the word order is different in French          I can use liaisons to pronounce animal nouns that begin with a vowel and use indefinite articles          I can listen to and understand the meaning of a variety of masculine animal nouns          I can create positive and negative noun sentences using masculine animal nouns and colour adjectives          I can follow the text of a song and sing or read it aloud</p>	<p>Revisit 'C'est' and 'ce n'est pas' to form positive and negative sentences.          E.g C'est un lion bleu. Ce n'est pas un lion rouge.</p>	<p>Discuss a few examples and then play 'Pass the Parcel'. When the music stops, pupils select a coloured bean bag out of the bag and choose an animal to say a verbal phrase. Alternate from saying a positive or negative sentence.          E.g C'est un cochon vert. Ce n'est pas un mouton blanc.</p> <p>Complete written sentences on the worksheet to apply the knowledge.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>4) To apply the rules of agreement of colour adjectives with singular nouns</b>            I can ask and answer several familiar questions with a rehearsed response            I can use a bi-lingual dictionary to find the meaning of feminine animal nouns            I can listen to and understand some French animal words            I can count feminine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I know that the pronunciation and spelling of some colour adjectives change when they are with a feminine noun.            I can write some accurate feminine noun phrases using a word bank            I can listen to a traditional French song and spot familiar French words in the lyrics</p>	<p>Noun phrases containing colour adjectives and feminine animal nouns.            E.g Une chenille verte.</p> <p>Highlight spelling of colour adjectives, some change and some remain the same.            (orange, rose, jaune, marron, rouge-unchanged)            Add an e verte, bleue, noire, grise,            *blanche violette</p>	<p>Work through interactive slides and identify changes in pronunciation and spelling compared to masculine noun phrases with colour adjectives.</p> <p>Write up to x6 noun phrases using different feminine nouns and different colour adjectives on the worksheet.</p> <p><b>Song: Une souris verte</b>            Listen and follow the on-screen lyrics and spot nouns and colours.</p>
<p><b>5) To read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules</b>            I can use a bi-lingual dictionary to find the meaning of adjectives in agreement (masculine and feminine forms)            I can count feminine animals with the correct pronunciation and observe silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I can play a listening game and work out the mystery animal using the alphabet, numbers, vowels and consonants            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I can read more complex sentences with indefinite articles, nouns, adjectives and a conjunction.            I can review my own learning and identify areas I'm doing well in and areas to improve.            I can listen to a traditional French song and spot feminine French colour adjectives in the lyrics</p>	<p>How different colour adjectives are shown in a bi-lingual dictionary when in the masculine, feminine or plural form.</p> <p>Read and translate complex sentences that contain nouns and colour adjectives.</p>	<p>Identify the changes in spelling from different examples using the dictionaries.</p> <p>Work through interactive slides and identify changes in pronunciation and spelling compared to masculine noun phrases with colour adjectives.</p> <p>Translate English noun phrases shown on the slides into French.</p> <p>In pairs practice reading aloud in French then work out the meaning of the sentences in English.</p> <p><b>Song: Une poule grise</b>            Listen and follow the on-screen lyrics and spot nouns and colours.</p>
<p><b>6) To use the correct form of the indefinite article in the singular (un/une) and in the plural (des)</b>            I know that nouns and adjectives must agree according to the gender of the noun and that this can change the spelling of the colour adjective.            I can use my knowledge of French phonics to work out the meaning of unfamiliar French words.            I can remember which animal nouns are masculine and which are feminine.            I can understand, read and say plural nouns.            I know the meaning of 'C'est' and 'Ce sont des' and can use them in sentences.            I can count animals remembering silent letters and liaisons.            I understand the questions: 'C'est combien?' and 'Combien de ...y a-t-il?'            I can say and write a reply using 'Il y a'... and spell the plural noun correctly.</p>	<p>Recap adjectival agreement.</p> <p>Indefinite articles with animal nouns including those using liaisons.</p> <p>Masculine and feminine indefinite articles within noun phrases containing an animal noun and colour adjective.</p> <p>Recall correct gender of nouns.            Spelling of plural nouns including those ending in eaux</p> <p>Singular and plural indefinite articles: This is/ C'est un and These are/Ce sont des (highlight where liaisons are appropriate.</p> <p>Adding a number in front of a noun and an s to show the noun is plural e.g trois chats</p>	<p>Discuss interactive slides with examples.</p> <p>Practice pronunciation.</p> <p>Identify whether the nouns are masculine or feminine in the noun phrases on the interactive slides. Reinforce the correct spelling of the colours ensuring adjectival agreement.</p> <p>Complete relevant section of the worksheet to demonstrate knowledge.            Look at the examples of nouns ending in eaux in a bilingual dictionary.</p> <p>Work through the interactive slides, focusing on correct pronunciation and identifying which are singular or plural phrases. Complete written sentences on the worksheet to reinforce the learning.            Complete sentences... e.g. Il y a deux chiens</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>7) To write and say a more complex sentence using indefinite articles and applying the rules of agreement with the support of a language scaffold</b></p> <p>I can recall and extend my knowledge of key Christmas vocabulary</p> <p>I can use the correct form of indefinite article</p> <p>I can remember how to make nouns and adjectives agree in masculine, feminine, singular and plural form</p> <p>I can say how many of an object there are</p> <p>I know the meaning of il y a and can use it to say a sentence.</p> <p>I can write a letter to Father Christmas using more complex sentences.</p> <p>I can listen, read and join in with singing a Christmas song</p>	<p>Revisit adding numbers and colour adjectives to form noun phrases. Numbers are positioned in front of the noun and colour adjectives afterwards.</p> <p>E.g Deux papillons rouges.</p> <p>Read more complex sentences containing plurals, numbers, animal nouns and colour adjectives.</p> <p>Comparing adjectives when singular masculine and feminine and plural masculine and feminine adjectives.</p> <p>Writing complex sentences to apply adjectival agreement knowledge.</p> <p>e.g. Je veux un stylo bleu, une veste verte et des chaussures noirs et des grenouilles violettes.</p>	<p>Verbally make and say sentences to match the images on the slide.</p> <p>Read aloud and translate the sentences on the slides into English. Explain the highlighted letters that draw attention to key spelling rules.</p> <p>Look at the chart and identify key differences in spellings explaining the reasons why.</p> <p>Complete the letter template to write to Père Noël. Use the learning prompt slides to support.</p> <p><b>Song: Les douze jours de Noël.</b> Listen and join in with the song using the lyrics sheet. Highlighting numbers and plurals.</p>
<p><b>8) To produce negative sentences in both singular and plural form and understand that size adjectives are positioned before the noun</b></p> <p>I can say Happy New Year in French</p> <p>I can say this is/isn't and these are/aren't in French</p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know how to pronounce words where a liaison is needed.</p>	<p>Recap positive and negative sentences with liaisons in both singular and plural forms.</p> <p>C'est un, Ce n'est pas un...</p> <p>Size adjectives go before the noun and need to follow the rules of agreement.</p> <p>C'est un petit chien noir. C'est une petite grenouille verte.</p>	<p>Work through interactive slides then rearrange the words on the worksheet so that they are in the correct order.</p> <p>Highlight key spellings within the phrases on the slides to demonstrate the grammar rules. Use the speaking frame to support verbal sentence construction.</p> <p>Complete listening activity recording answers on the worksheet.</p> <p>Play Splat for further reinforcement of the learning.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	<i>Greetings, Secure conversations, Manners, A wide variety of questions and answers</i>	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	<i>Adding colour adjectives to masculine, feminine and plural nouns</i>			
<i>Calendar</i>	<b>Additional Christmas Vocabulary and Letter to Father Christmas (nouns/adjectives)</b>			
<i>Animals</i>	<i>Masculine and feminine animal nouns including plurals</i>			
<i>Numbers</i>	<i>0-31, Counting nouns and describing the number of objects</i>			
<i>Actions</i>	<b>Classroom action verbs, Movement verbs and related adverbs used with more complexity</b>			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>9) To use familiar vocabulary to read and say more complex sentences using a language scaffold</b></p> <p>I understand the words petit and grand (small and big)          I know that size adjectives come before the noun and colour adjectives come after the noun          I can apply the rules of agreement in the singular and plural with some accuracy.          I can use a speaking frame to build more complex sentences.          I can play games to help me remember new learning.          I can follow the text of a simple French song and join in with some of the words.</p>	<p>Recap size adjectives being positioned in front of the noun and the rules of agreement.</p> <p>Position of colour adjectives and size adjectives within a sentence and appropriate spelling.</p> <p>Spelling changes when nouns become plural and the effect on agreement.</p> <p>Adding specific numbers in front of plural nouns.</p>	<p>Play 'What's behind the doors' game to revisit previous learning.</p> <p>Work through interactive slides and use the speaking frame to construct verbal sentences.</p> <p>Discuss then complete the sentences on the worksheet choosing the correct vocabulary suggestions.</p> <p>Look at interactive slides and pronounce phrases correctly and count the numbered nouns.</p>
<p><b>10) .To write and say a more complex sentence to describe animals using a language scaffold</b></p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.          I can apply the rules of agreement in the singular and plural with some accuracy.          I can arrange word cards to show the correct word order for describing singular and plural nouns with size and colour adjectives.          I can use a writing frame to build more complex sentences          I can review my learning and identify strengths and areas for development.          I can apply my knowledge of phonics in a game situation.</p>	<p>Recap adjectival agreement with size and colour adjectives, both singular and plural forms.</p> <p>Correct word order in sentence construction.</p>	<p>Discuss slides.</p> <p>In groups of x3, carry out card sorting activities to construct accurate sentences.</p> <p>Complete worksheet by writing more complex sentences using the writing frame provided.</p>
<p><b>11) LO: To identify nouns, adjectives, verbs, pronouns and conjunctions within complex sentences</b></p> <p>I know the correct word order when writing more complex sentences using adjectives.          I can apply the rules of agreement in the singular and plural with some accuracy.          I know the meaning of il y a and qu'est-ce qu'il ya?          I can use a language scaffold to read, say and write more complex sentences.          I can give examples of indefinite and definite articles, nouns, verbs, adjectives, pronouns, verbs and a conjunction.          I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p>	<p>Revisit correct word order in sentence construction.</p> <p>Indefinite articles, nouns, adjectives, subject pronouns, verbs, conjunctions within a more complex sentence.          E.g Dans le sac, il y a un grand chat orange et un petite grenouille verte.          Definite articles le/la</p> <p>Listen, read and write complex sentences using definite and indefinite articles, size and colour adjectives and nouns.</p>	<p>Look at and discuss answer slides for the card sorting activity from the previous lesson.</p> <p>Work through the interactive slides to identify the different word classes within the sentences.</p> <p>In groups, rearrange words to put them in the correct order.          Complete the word class hunt examples on the worksheet.          Using the writing frame, write own complex sentence in French and translate into English.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12) To follow the simple text of a song and story and sing/read them aloud</b></p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p> <p>I can remember the correct word order when making sentences using indefinite articles, nouns, size and colour adjectives.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a song and a story.</p>	<p>Recap complex sentences and correct word order.</p> <p>Definite articles: le/la/l'/les (Masculine noun, feminine noun, noun beginning with a vowel)</p>	<p>Use speaking frame and look at written work from previous lesson.</p> <p>Work through interactive slides recognising why each different form is used.</p> <p>Say different nouns with children holding up the correct corresponding definite article card or answer on their mini whiteboards</p> <p><b>Story: Qui Conduit?</b> Share the story and spot the definite articles, explaining why each form is used in each situation.</p> <p>Play 'Montrez-moi'. Children hold up the correct corresponding definite article card or answer on their mini whiteboards in response to the interactive slides shown.</p> <p>Complete the sorting activity on the worksheet placing the correct definite articles and nouns in the correct columns. Masculine noun, feminine noun, noun beginning with a vowel, plural nouns.</p> <p><b>Song: Il court, il court le furet.</b> Listen and join in with the song, spotting the definite articles.</p>

Themes		Character Traits	Stickability	WOW
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<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			
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National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>13.) To follow the text of a simple story, identifying the meaning of words and reading aloud</b></p> <p>I can use my knowledge of phonics to help me read new verbs (nager, manger, voler) and other unfamiliar vocabulary.</p> <p>I know that verbs can have different endings</p> <p>I can understand, read, say and write complex sentences using indefinite articles, nouns, size and colour adjectives and verbs.</p> <p>I can remember the correct word order when writing complex sentences.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a story.</p>	<p>Revisit x4 definite articles: le/la/l'/les</p> <p>Look at previous verbs and introduce new ones. (danser, marcher, sauter, voler, nager, manger) Focusing on the verb endings.(er infinitive, ez imperative)</p> <p>Add into sentences with animal nouns, size and colour adjectives. E.g un petit lion jaune saute.</p>	<p>Discussion.</p> <p>Work through interactive slides verbally.</p> <p>Complete written sentences using the same structure practised and the writing frame to support.</p> <p><b>Story: Bon appétit monsieur lapin Find the definite articles and explain why each one is used in each situation.</b></p>
<p><b>14.) To use 1st and 2nd person pronouns with a regular verb</b></p> <p><b>*Takes x2 sessions*</b></p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can use a bi-lingual dictionary to find out the meaning of French verbs and to identify how to say certain verbs in French.</p> <p>I am beginning to understand that verb endings change depending on the noun or pronoun who is doing the verb.</p> <p>I can say and write positive and negative sentences.</p> <p>I can use the word 'Qui' to form positive and negative questions.</p>	<p>Revisit x4 definite articles: le/la/l'/les</p> <p>Er ending verbs and an introduction to verb conjugation using different subject pronouns.</p> <p>Using different forms of the verb ask and answer questions positively and negatively. Tu dances? Le cochon dnase. Le chat ne saute pas. Qui saute? Les moutons volent.</p>	<p>Write a different animal noun to illustrate use of the x4 definite articles.</p> <p>Use bi-lingual dictionaries to look up the meaning of different er ending verbs in French. Then find out how to say different English verbs in French using the opposite end of the dictionary. 'Table Hunt- 'Fastest Finder'</p> <p>Look at how some verbs are shown in the dictionary with full conjugation. Look at different types of subject pronouns on the slide with examples of how they can be used.</p> <p>Complete the section of the worksheet. Tu dances? Oui, je danse. Non je ne danse pas. Work through interactive slides to reinforce the concept of varying verb endings</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>15.) <b>To ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification</b>  <b>*Takes x2 sessions*</b></p> <p>I can ask and answer the question - 'Do you have a pet?', using either a positive or negative answer.</p> <p>I can construct a sentence saying what animal I have and what I would like to have.</p> <p>I can describe animals using numbers.</p> <p>I can play a French card game 'Pege dans le lac' to practice Q and A's about pets.</p> <p>I am beginning to understand how to use different subject pronouns when asking and answering questions.</p> <p>I can ask and answer questions about a pet's name and how to spell it, their age and what colour they are.</p>	<p>Revisit plural nouns with numbers. E.g quatre chiens.</p> <p>Positive and negative sentences to say I have and I don't have.  J'ai and Je n'ai pas</p> <p>Pronouns: il, ils, elle, elles, je, tu</p>	<p>Ask and answer questions about whether children have a particular pet at home or not.</p> <p>Complete the question and answer stems on the worksheet.</p> <p>Play 'Go Fish game using the animal picture cards.  Tu as un poisson?  Oui, J'ai un poisson. Non, je n'ai pas de poisson.</p> <p>Work through interactive slides and complete the worksheet gaps to give information about pets. E.g name, colour, age etc,...</p>
<p>16.) <b>To write familiar complex sentences from memory with understandable accuracy</b></p> <p>I can remember the vocabulary for common French pet animals.</p> <p>I can ask and answer questions about pet(s) using both positive and negative sentences to reply.</p> <p>I can remember the rules of agreement when adding. adjectives for singular/plural/ Masculine and Feminine forms.</p> <p>I can write some complex sentences from memory.</p> <p>I can review my learning and identify strengths and areas for improvement.</p>	<p>Recap questions and answers about pets using different pronouns and verb spellings.  Tu as...  J'ai...  Je veux...</p> <p>Complex sentences using masculine and feminine animal nouns, articles, size and colour adjectives, singular and plural forms.  E.g J'ai un petit chat blanc  J'ai une petite tortue marron.  J'ai des grands chiens noirs  J'ai deux grande panthères violettes</p>	<p>Use question and answer stems from last lesson's worksheet to have a conversation.</p> <p>Children try to write sentences on the worksheet to apply their knowledge of grammar rules and rules of agreement.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<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			

	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>1.To revisit and refresh areas of learning from last year’s curriculum</b>            I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary            I can ask and appropriate questions and answers used in basic conversations, including greetings.            I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.            I can recall French colours, numbers, action verbs, pencil case equipment, clothing,            I can ask ‘Who is it? And reply, It is or it isn’t...            I can review my own learning and identify areas I’m doing well in and areas to improve.</p>	<p>Quelle est la date de ton anniversaire, Mon anniversaire est le ....., Days of the week, months of the year, numbers 0-31            Comment t’appelles-tu? Je m’appelle ...            Comment ça va? Ça va bien, merci            Quel âge as-tu? J’ai ... ans            Quelle est la date aujourd’hui? Aujourd’hui, c’est ...            Colour words, pencil case equipment and clothing.            Qui-est-ce?, C’est, Ce n’est pas...</p>	<p>In pairs, have a conversation in French using a variety of greetings questions and answers from previous learning.            Count forwards and backwards 0-31, odd numbers and even numbers using interactive slide.            Play hangman using French colour words, clothing and pencil case equipment vocabulary. (noun phrase e.g. un stylo bleu.            Play ‘Coin, coin!’.</p>
<p><b>2.To use a bi-lingual dictionary to find the meaning of masculine animal nouns and write some noun phrases using them with colour adjectives</b>            I can use a bi-lingual dictionary to find the meaning of unfamiliar, masculine, animal nouns            I can listen to and understand some French animal words            I can identify and read aloud letter strings in masculine animal nouns            I know where to position colour adjectives within a noun phrase and write some accurate noun phrases using a word bank            I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p>	<p>Masculine animal nouns: un chat, un chien, un perroquet, un furet, un lion, un mouton, un cochon, un papillon, un caméléon, un ours, un éléphant, un âne.            Qu’est-ce que c’est? C’est un...            Noun phrases using colour words and the masculine animal nouns above.            Counting plural animal nouns. Add an ‘s’ to the noun.            E.g. quatre chiens.</p>	<p>Play ‘Fastest Finder’ dictionary game to find the English translation of the masculine animal nouns and complete the table on the worksheet.            Work through the interactive slides to listen and repeat the new vocabulary.            Qu’est-ce que c’est? C’est un papillon.            Play ‘What’s behind the door?’ game.            Develop answers to include a noun phrase using a colour.            Qu’est-ce que c’est? C’est un papillon jaune.            Complete the bottom section of the worksheet by writing a suitable sentence to match the picture that has been coloured. E.g. C’est un lion marron.            Whole class chanting.</p>
<p><b>3.To follow the text of a song and sing or read aloud</b>            I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme            I know how to say and blend the sounds of masculine animal nouns            I can create noun phrases by correctly positioning a colour adjective in the phrase and know that the word order is different in French            I can use liaisons to pronounce animal nouns that begin with a vowel and use indefinite articles            I can listen to and understand the meaning of a variety of masculine animal nouns            I can create positive and negative noun sentences using masculine animal nouns and colour adjectives            I can follow the text of a song and sing or read it aloud</p>	<p>Counting plural animal nouns. Add an ‘s’ to the noun.            E.g. quatre chiens.            Recap masculine animal nouns. un chat, un chien, un perroquet, un furet, un lion, un mouton, un cochon, un papillon, un caméléon, un ours, un éléphant, un âne.            Positive and negative sentences using a colour adjective and masculine animal noun.            C’est un mouton rouge. Ce n’est pas un mouton noir.</p>	<p>Whole class chanting.            Play ‘What’s behind the door?’ game.            Complete listening activity on the worksheet. Write the correct number next to the picture that matches the animal spoken.            Play pass the parcel using the bag of coloured beanbags. When the music stops, a colour is chosen from the bag and an animal chosen from the powerpoint slide. Alternate with positive and negative sentences.            Write negative sentences on the worksheet to match the images. E.g. Ce n’est pas un mouton rose.            Reinforce vocabulary by singing the Song ‘Léon le caméléon’.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>4 To apply the rules of agreement of colour adjectives with singular nouns</b>            I can ask and answer several familiar questions with a rehearsed response            I can use a bi-lingual dictionary to find the meaning of feminine animal nouns            I can listen to and understand some French animal words            I can count feminine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I know that the pronunciation and spelling of some colour adjectives change when they are with a feminine noun.            I can write some accurate feminine noun phrases using a word bank            I can listen to a traditional French song and spot familiar French words in the lyrics</p>	<p>Recap common question and answers and greetings from previous learning.</p> <p>Feminine animal nouns: une baleine, une souris, une panthère, une perruche, une libellule, une chenille, une grenouille, une abeille, une araignée.</p> <p>Noun phrases using colour words and the masculine animal nouns above. Bleue, noire, verte, violette, blanche, grise</p> <p>Counting plural feminine animal nouns. E.g cinq panthères, trois araignées.            Reinforce vocabulary from previous learning that is found in the song.</p>	<p>In pairs, have a conversation in French using a variety of greetings questions and answers from previous learning.</p> <p>Use the bi-lingual dictionary to complete the matching activity to connect the French animals with their English translations on the worksheet.</p> <p>Work through the interactive slides to listen and repeat the new vocabulary.            Qu'est-ce que c'est? C'est une libellule.            Play 'What's behind the door?' game.</p> <p>Develop answers to include a noun phrase using a colour.            Qu'est-ce que c'est? C'est une grenouille verte.            Complete the bottom section of the worksheet by writing a suitable sentence to match the picture that has been coloured. E.g. C'est une chenille violette.</p> <p>Whole class chanting.            Listen and join in with the <b>Song 'Une souris verte'</b>.</p>
<p><b>5) To read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules</b>            I can use a bi-lingual dictionary to find the meaning of adjectives in agreement (masculine and feminine forms)            I can count feminine animals with the correct pronunciation and observe silent letter rules, using the Physical French Phonics programme            I can identify and read aloud letter strings in feminine, animal nouns            I can play a listening game and work out the mystery animal using the alphabet, numbers, vowels and consonants            I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.            I can read more complex sentences with indefinite articles, nouns, adjectives and a conjunction.            I can review my own learning and identify areas I'm doing well in and areas to improve.            I can listen to a traditional French song and spot feminine French colour adjectives in the lyrics</p>	<p>Revisit masculine and feminine colour adjectives. Bleu/Bleue, noir/noire, vert/verte, violet/violette, blanc/blanche, gris/grise</p> <p>Recap counting plural feminine animal nouns. E.g cinq panthères, trois araignées.</p> <p>Consolidate feminine animal nouns: une baleine, une souris, une panthère, une perruche, une libellule, une chenille, une grenouille, une abeille, une araignée. French alphabet, numbers, vowels and consonants (voyelles et consonnes)</p> <p>Reinforce noun phrases using colour adjectives and feminine animal nouns.</p> <p>petite, une poule</p>	<p>Look at how bi-lingual dictionaries present the gender differences with colour adjectives.</p> <p>Whole class chanting.</p> <p>Work through interactive slides.            Play 'I'm thinking of an animal' game. Clues given using letter it begins with, no. of letters, no. of vowels and consonants.</p> <p>Translate English phrases in French. E.g. a grey mouse. Une souris grise.</p> <p>Read complex sentences containing masculine and feminine noun phrases with colour adjectives.</p> <p>Listen to the <b>Song 'Une petite poulet grise'</b> and look for feminine colour adjectives.</p>
<p><b>6) To use the correct form of the indefinite article in the singular (un/une) and in the plural (des)</b>            I know that nouns and adjectives must agree according to the gender of the noun and that this can change the spelling of the colour adjective.            I can use my knowledge of French phonics to work out the meaning of unfamiliar French words.            I can remember which animal nouns are masculine and which are feminine.            I can understand, read and say plural nouns.            I know the meaning of 'C'est' and 'Ce sont des' and can use them in sentences.            I can count animals remembering silent letters and liaisons.            I understand the questions: C'est combien? and 'Combien de ...y a-t-il?'            I can say and write a reply using 'Il y a'... and spell the plural noun correctly.</p>	<p>Recap masculine and feminine colours and animal noun phrases.</p> <p>Introduce new word: une étoile (Ready for Xmas lesson)</p> <p>Look at plural nouns ending in -eau e.g chapeaux            Revisit use of 'des' - des lions, and adding a number before a noun—deux chapeaux</p> <p>Qu'est-ce qu c'est?            C'est/ ce sont des...</p> <p>Counting plural masculine and feminine nouns            C'est combien?            Combien de ... y a-t-il?            Il y a</p>	<p>Work through the interactive slides for reinforcement. Listen to the noun phrases and say if the noun is masculine or feminine and how to spell the colour adjective correctly.</p> <p>Discuss.</p> <p>Look in the bi-lingual dictionary to see how plural nouns are indicated.</p> <p>Work through the interactive slides showing singular and plural versions of each noun. Look at the picture and answer the question 'Qu'est-ce qu c'est?' correctly. E.g c'est un lion, ce sont des ânes.            Complete the relevant section on the worksheet. Write a sentences to accurately describe the images. E.g. C'est un perroquet, Ce sont des libellules.</p> <p>Whole class chant.            Continue using the interactive slides to ask and answer the questions relating to the images displayed.            Complete the bottom section of the worksheet with phrases that use a number and a plural animal noun.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>7) To write and say a more complex sentence using indefinite articles and applying the rules of agreement with the support of a language scaffold</b></p> <p>I can recall and extend my knowledge of key Christmas vocabulary</p> <p>I can use the correct form of indefinite article</p> <p>I can remember how to make nouns and adjectives agree in masculine, feminine, singular and plural form</p> <p>I can say how many of an object there are</p> <p>I know the meaning of il y a and can use it to say a sentence.</p> <p>I can write a letter to Father Christmas using more complex sentences.</p> <p>I can listen, read and join in with singing a Christmas song</p>	<p>Recap Year 3/4 Christmas vocabulary, colour adjectives and numbers.</p> <p>Je veux...S'il vous plaît</p> <p>Masculine/feminine and singular/plural nouns: Pencil case equipment, clothing and animals</p> <p>Un/une/des</p> <p>Merci beaucoup</p> <p>Joyeux Noël</p> <p>Reinforce key vocabulary from previous learning.</p>	<p>Create verbal sentences to describe the images displayed on the powepoint slides. E.g Il y a des rennes marron. Il y a deux cadeaux bleus. Il y a onze étoiles jaunes.</p> <p>Look at Letter to Father Christmas writing frame. Use the supporting vocabulary banks to complete the letter on the scaffolded worksheet.</p> <p>Listen and join in with the Song 'Les douze jours de Noël'.</p>
<p><b>8) To produce negative sentences in both singular and plural form and understand that size adjectives are positioned before the noun</b></p> <p>I can say Happy New Year in French</p> <p>I can say this is/isn't and these are/aren't in French</p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know how to pronounce words where a liaison is needed.</p>	<p>Recap new Year greeting—Bonne année. Deux mille vingt cinq etc...</p> <p>C'est un/une and Ce n'est pas un/une</p> <p>Ce sont des and ce ne sont pas des...</p> <p>Petit/grand and masculine animal nouns</p> <p>Petite/grande and feminine animal nouns</p> <p>Sentences using size and colour adjectives and masculine and feminine animal nouns.</p> <p>E.g. une grande araignée noire, un petit ours blanc.</p>	<p>Greet each other.</p> <p>Work through the interactive slides and verbally construct positive and negative sentences. E.g. C'est une souris. Ce n'est pas une souris. Ce sont des baleibes. Ce ne sont pas des baleines.</p> <p>Complete the relevant section of the worksheet by rearranging the jumbled up words to form appropriate sentences to match the images.</p> <p>Play 'What's behind the door?' (masculine animal nouns and size adjectives)</p> <p>Continue using the interactive slides to practice adding the size adjectives to animal nouns.</p> <p>Write the correct version of the adjectives on mini whiteboards. Un ... chien Une .....abeille.</p> <p>Use the speaking frame to create verbal sentences.</p> <p>Carry out the listening activity and circle the correct image on the worksheet to match the verbal sentences spoken.</p> <p>Play Splat.</p>

Themes		Character Traits	Stickability	WOW
Building Relationships	Greetings, Secure conversations, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
Colours	Adding colour adjectives to masculine, feminine and plural nouns			
Calendar	<b>Additional Christmas Vocabulary and Letter to Father Christmas (nouns/adjectives)</b>			
Animals	Masculine and feminine animal nouns including plurals			
Numbers	0-31, Counting nouns and describing the number of objects			
Actions	<b>Classroom action verbs, Movement verbs and related adverbs used with more complexity</b>			

	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>9) To use familiar vocabulary to read and say more complex sentences using a language scaffold</b></p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can use a speaking frame to build more complex sentences.</p> <p>I can play games to help me remember new learning.</p> <p>I can follow the text of a simple French song and join in with some of the words.</p>	<p>Recap size adjectives and position within a sentence. (before the noun)</p> <p>Grand(e)/petit(e)</p> <p>Revisit noun phrases using size and colour adjectives with masculine and feminine animal nouns.</p> <p>Plural nouns and their affect on spelling of size adjectives.</p> <p>Ce sont des crayons verts</p> <p>Ce sont deux baleines bleues</p> <p>Counting animal nouns with size and colour adjectives.</p>	<p>Play 'What's behind the door?' (Feminine animal nouns with size adjectives.</p> <p>Construct verbal sentences using interactive slides and speaking frame.</p> <p>Complete section of the worksheet using vocabulary prompts for support.</p> <p>Whole class chanting.</p> <p>Use interactive slides with images of a number, noun and colour to construct verbal sentences. Check Ideas about spelling when written phrase is revealed.</p>
<p><b>10) .To write and say a more complex sentence to describe animals using a language scaffold</b></p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can arrange word cards to show the correct word order for describing singular and plural nouns with size and colour adjectives.</p> <p>I can use a writing frame to build more complex sentences</p> <p>I can review my learning and identify strengths and areas for development.</p> <p>I can apply my knowledge of phonics in a game situation.</p>	<p>Consolidate animal nouns, size and colour adjectives, singular and plural.</p> <p>C'est un/une</p> <p>Ce sont deux/des...</p>	<p>Use speaking frame and interactive slides to construct verbal sentences.</p> <p>Write complex sentences on the worksheet using the vocabulary prompts and writing frame.</p> <p>E.g. C'est un/une grande souris bleue.</p> <p>Ce sont deux petits chats blancs.</p>
<p><b>11) LO: To identify nouns, adjectives, verbs, pronouns and conjunctions within complex sentences</b></p> <p>I know the correct word order when writing more complex sentences using adjectives.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know the meaning of il y a and qu'est-ce qu'il ya?I can use a language scaffold to read, say and write more complex sentences.</p> <p>I can give examples of indefinite and definite articles, nouns, verbs, adjectives, pronouns, verbs and a conjunction.</p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p>	<p>Qu'est-ce qu'il y a...?</p> <p>Dans le sac (le jardin, le placard, la boîte)</p> <p>Le, la,</p> <p>Il y a</p>	<p>Work out the meaning of the question through discussion.</p> <p>Use interactive slides to listen and translate the spoken French to English and identify the different word classes contained within the sentences.</p> <p>E.g Dans le sac, il y a un chat vert.</p> <p>Use the speaking frame to construct a range of different sentences using different places, definite articles, animal nouns and adjectives.</p> <p>Dans la boîte, il y a un grand chat orange. In the box, there is a big orange cat.</p> <p>In groups, rearrange the words shown on the slide to make correct sentences. Write on the mini whiteboards. Discuss outcomes.</p> <p>Complete the worksheet by writing a complex sentence using the writing frame and translate into English underneath.</p> <p>Revisit Yr 3 Song 'Ma trousse'.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12) To follow the simple text of a song and story and sing/read them aloud</b></p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p> <p>I can remember the correct word order when making sentences using indefinite articles, nouns, size and colour adjectives.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a song and a story.</p>	<p>Recap the content of the speaking and writing frame from last lesson.</p> <p>Le, la, l', les</p>	<p>Share written sentences from last session and discuss any corrections.</p> <p>Work through the interactive slides to show how and why each definite article is used.</p> <p>Read the Story 'Qui Conduit?'. Identify any definite articles used and explain why each one is used in that context and any other vocabulary from previous learning. Write a short review of the story on the worksheet.</p> <p>Play 'Montrez-moi' game using the definite article cards.</p> <p>Complete the chart on the worksheet by placing the animal nouns with definite articles in the correct column. E.g la panthère—before a feminine noun (la).</p> <p>Listen and join in with the Song 'Il court, il court le furet'.</p>

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



	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>13.) To follow the text of a simple story, identifying the meaning of words and reading aloud</b></p> <p>I can use my knowledge of phonics to help me read new verbs (nager, manger, voler) and other unfamiliar vocabulary.</p> <p>I know that verbs can have different endings</p> <p>I can understand, read, say and write complex sentences using indefinite articles, nouns, size and colour adjectives and verbs.</p> <p>I can remember the correct word order when writing complex sentences.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a story.</p>	<p>Recap le, la, l', les from last lesson.</p> <p>Revisit action verbs from Year 3.</p> <p>Sauter, marcher, danser, nager, voler, manger (and with -ez endings)</p> <p>Qui?</p> <p>Size and colour adjectives, animal nouns, danser, nager, voler, manger</p>	<p>Discuss the PowerPoint slides.</p> <p>Say and do the action in French when the image is shown.</p> <p>Discuss the meaning of the new vocabulary.</p> <p>Listen and repeat the French phrases on the interactive slides. E.g un petit lion jaune, vole. Draw attention to how the verb ending changes.</p> <p>Read the sentences displayed on the slides and ask and answer the associated questions. E.g, Qui saute? Le lion? Non, Le chat saute.</p> <p>Look at the writing frame and use to support writing sentences on the worksheet. E.g. Un grand chien noir mange.</p> <p>Read the Story 'Bon appétit Monsieur lapin!' Look for familiar verbs and definite articles. Write a short review of the story on the worksheet.</p>
<p><b>14.) To use 1st and 2nd person pronouns with a regular verb</b></p> <p><b>*Takes x2 sessions*</b></p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can use a bi-lingual dictionary to find out the meaning of French verbs and to identify how to say certain verbs in French.</p> <p>I am beginning to understand that verb endings change depending on the noun or pronoun who is doing the verb.</p> <p>I can say and write positive and negative sentences.</p> <p>I can use the word 'Qui' to form positive and negative questions.</p>	<p>Le, la, l', les</p> <p>Masculine and feminine animal nouns both singular and plural</p> <p>Revisit the verbs from last lesson. Sauter, marcher, danser, nager, voler, manger</p> <p>Verbs in dictionaries in their infinitive form.</p> <p>Verb conjugation and subject pronouns (Je, tu, il, elle, nous, vous, ils, elles)</p> <p>Use verbs from previous learning to ask and answer questions (positive and negative responses. Tu nages? Oui, je nage. Tu sautes? Non, je ne saute pas.</p> <p>Revisit use of qui. Qui danse? Qui ne vole pas?</p>	<p>On whiteboards write an animal noun for each of the different definite articles.</p> <p>Discuss the PowerPoint slides.</p> <p>In small groups, look for the different verbs on the slides in a bi-lingual dictionary and translate from French to English and vice versa depending on the form of the verb displayed.</p> <p>Look at and discuss conjugation table.</p> <p>Work through the interactive slides. Complete the relevant section on the worksheet to consolidate knowledge.</p> <p>Use the interactive slides to practice.</p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>15.) <b>To ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification</b></p> <p><b>*Takes x2 sessions*</b></p> <p>I can ask and answer the question - 'Do you have a pet?', using either a positive or negative answer.</p> <p>I can construct a sentence saying what animal I have and what I would like to have.</p> <p>I can describe animals using numbers.</p> <p>I can play a French card game 'Pege dans le lac' to practice Q and A's about pets.</p> <p>I am beginning to understand how to use different subject pronouns when asking and answering questions.</p> <p>I can ask and answer questions about a pet's name and how to spell it, their age and what colour they are.</p>	<p>Tu as un animal? J'ai...</p> <p>Un chat, un chien, un lapin, un perroquet, un poisson, un cheval, un hamster, un cochon dinde, une tortue, numbers (J'ai trois chiens)</p> <p>Je veux</p> <p>Je n'ai pas d'animal/animaux</p> <p>Tu as un chat?</p> <p>Oui, j'ai un hamster/Non, je n'ai pas de hamster—Pige dans le lac! (Go fish!)</p> <p>Pronouns il/elle/ils/elles</p> <p>Comment s'appelle t'il/elle? Il s'appelle//Elle s'appelle</p> <p>Quel âge a t'il/elle? Il a cinq ans//Elle a deux ans</p> <p>C'est de quelle couleur? Il est gris/ elle est blanche</p>	<p>Ask if someone has any pets and answer accordingly using the new vocabulary on the slides.</p> <p>Discuss how to answer if you don't have any pets. Say I would like a ...</p> <p>Complete the relevant section on the worksheet to provide a written answer to refer back to in subsequent lessons.</p> <p>Teach and play 'Go Fish' card game.</p> <p>Work through interactive slides, practice verbally asking and answering the questions about pets.</p> <p>Complete written answers on the relevant section of the worksheet.</p>
<p>16.) <b>To write familiar complex sentences from memory with understandable accuracy</b></p> <p>I can remember the vocabulary for common French pet animals.</p> <p>I can ask and answer questions about pet(s) using both positive and negative sentences to reply.</p> <p>I can remember the rules of agreement when adding. adjectives for singular/plural/ Masculine and Feminine forms.</p> <p>I can write some complex sentences from memory.</p> <p>I can review my learning and identify strengths and areas for improvement.</p>	<p>Recap pet vocabulary: un chat, un chien, un lapin, un perroquet, un poisson, un cheval, un hamster, un cochon dinde, une tortue,</p> <p>Revisit the questions and answers about pets from last lesson.</p> <p>Tu as un animal? J'ai...</p> <p>Je veux</p> <p>Je n'ai pas d'animal/animaux</p> <p>Comment s'appelle t'il/elle? Il s'appelle//Elle s'appelle</p> <p>Quel âge a t'il/elle? Il a cinq ans//Elle a deux ans</p> <p>C'est de quelle couleur? Il est gris/ elle est blanche</p> <p>Size and colour adjectives, animal nouns, numbers, masculine and feminine, singular and plural forms.</p>	<p>Try to recall the vocabulary hidden under the boxes on the slides.</p> <p>In pairs, take turns to ask and answer questions about pets using the written prompts on last lesson's worksheet.</p> <p>Volunteers to share with the rest of the class. The class then translate what is said into English to check understanding.</p> <p>Write some complex sentences, in French, from memory to demonstrate knowledge and understanding of previous learning. Use examples to support the task.</p> <p>E.g I have a small black dog. I have two large white and brown cats.</p>

Themes		Character Traits	Stickability	WOW
Building Relationships	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<p><b>Ambitious</b></p> <p><b>Articulate</b></p> <p><b>Curious</b></p> <p><b>Resilient</b></p> <p><b>Respect</b></p> <p><b>Kind</b></p>	<p>Recaps of prior learning</p> <p>Use of the working wall/ word mats/ knowledge organisers</p> <p>Traffic light system of self-assessment</p> <p>Google form assessment</p> <p>Stories, songs and rhymes</p> <p>Daily French Practice Parcels with Class teachers</p> <p>Home learning challenges: Duo Lingo, Quizlet, YouTube video clips, journaling.</p>	<p><b>Annual French Week:</b></p> <p>Activities across the curriculum, including a French themed lunch meal.</p> <p>Contributions towards the <b>International Schools Award</b></p>
Colours	Introduction to colour adjectives in their simplest form			
Calendar	Christmas and New Year			
Animals	A small selection of masculine animal nouns			
Numbers	0-10			
Actions	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"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>1. To revisit and refresh areas of learning from last year's curriculum</b></p> <p>I can familiarise myself with my knowledge organiser and use it as a helpful tool to practice and memorize vocabulary</p> <p>I can ask and appropriate questions and answers used in basic conversations, including greetings.</p> <p>I know some of the graphemes that correspond to the 26 key sounds in the Physical French Phonics Programme.</p> <p>I can recall French colours, numbers, action verbs, pencil case equipment, clothing,</p> <p>I can ask 'Who is it? And reply, It is or it isn't...</p> <p>I can review my own learning and identify areas I'm doing well in and areas to improve.</p>	<p>Revisit the traditional French children's game.</p>	<p>Play 'Coin-coin!'. To practice asking and answering the question 'Who is it? Is it X? Yes it is X or No it isn't X.</p>
<p><b>2. To use a bi-lingual dictionary to find the meaning of masculine animal nouns and write some noun phrases using them with colour adjectives</b></p> <p>I can use a bi-lingual dictionary to find the meaning of unfamiliar, masculine, animal nouns</p> <p>I can listen to and understand some French animal words</p> <p>I can identify and read aloud letter strings in masculine animal nouns</p> <p>I know where to position colour adjectives within a noun phrase and write some accurate noun phrases using a word bank</p> <p>I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p>		
<p><b>3. To follow the text of a song and sing or read aloud</b></p> <p>I can count masculine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p> <p>I know how to say and blend the sounds of masculine animal nouns</p> <p>I can create noun phrases by correctly positioning a colour adjective in the phrase and know that the word order is different in French</p> <p>I can use liaisons to pronounce animal nouns that begin with a vowel and use indefinite articles</p> <p>I can listen to and understand the meaning of a variety of masculine animal nouns</p> <p>I can create positive and negative noun sentences using masculine animal nouns and colour adjectives</p> <p>I can follow the text of a song and sing or read it aloud</p>	<p>Listen and join in with a well-known French song.</p>	<p>Song:: <b>Léon le caméléon</b></p>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>4) To apply the rules of agreement of colour adjectives with singular nouns</b></p> <p>I can ask and answer several familiar questions with a rehearsed response</p> <p>I can use a bi-lingual dictionary to find the meaning of feminine animal nouns</p> <p>I can listen to and understand some French animal words</p> <p>I can count feminine animals with the correct pronunciation and observing silent letter rules, using the Physical French Phonics programme</p> <p>I can identify and read aloud letter strings in feminine, animal nouns</p> <p>I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.</p> <p>I know that the pronunciation and spelling of some colour adjectives change when they are with a feminine noun.</p> <p>I can write some accurate feminine noun phrases using a word bank</p> <p>I can listen to a traditional French song and spot familiar French words in the lyrics</p>	<p>Revisit basic French conversation conventions.</p> <p>Introduce the children to another traditional French song.</p>	<p>Use greetings, and ask and answer questions with a partner.</p> <p>Song: <b>Une souris verte</b>. Listen and follow the lyrics to the song and try to spot familiar words from previous learning.</p>
<p><b>5) To read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules</b></p> <p>I can use a bi-lingual dictionary to find the meaning of adjectives in agreement (masculine and feminine forms)</p> <p>I can count feminine animals with the correct pronunciation and observe silent letter rules, using the Physical French Phonics programme</p> <p>I can identify and read aloud letter strings in feminine, animal nouns</p> <p>I can play a listening game and work out the mystery animal using the alphabet, numbers, vowels and consonants</p> <p>I know where to position colour adjectives within a noun phrase and understand that adjectives need to be in agreement.</p> <p>I can read more complex sentences with indefinite articles, nouns, adjectives and a conjunction.</p> <p>I can review my own learning and identify areas I'm doing well in and areas to improve.</p> <p>I can listen to a traditional French song and spot feminine French colour adjectives in the lyrics</p>	<p>Introduce the children to another traditional French song.</p>	<p>Song: <b>Une petite poule grise</b>. Listen and follow the lyrics to the song. Try to spot the feminine colour adjectives.</p>
<p><b>6) To use the correct form of the indefinite article in the singular (un/une) and in the plural (des)</b></p> <p>I know that nouns and adjectives must agree according to the gender of the noun and that this can change the spelling of the colour adjective.</p> <p>I can use my knowledge of French phonics to work out the meaning of unfamiliar French words.</p> <p>I can remember which animal nouns are masculine and which are feminine.</p> <p>I can understand, read and say plural nouns.</p> <p>I know the meaning of 'C'est' and 'Ce sont des' and can use them in sentences.</p> <p>I can count animals remembering silent letters and liaisons.</p> <p>I understand the questions: 'C'est combien?' and 'Combien de ...y a-t-il?'</p> <p>I can say and write a reply using 'Il y a'... and spell the plural noun correctly.</p>		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>7) To write and say a more complex sentence using indefinite articles and applying the rules of agreement with the support of a language scaffold</b></p> <p>I can recall and extend my knowledge of key Christmas vocabulary</p> <p>I can use the correct form of indefinite article</p> <p>I can remember how to make nouns and adjectives agree in masculine, feminine, singular and plural form</p> <p>I can say how many of an object there are</p> <p>I know the meaning of il y a and can use it to say a sentence.</p> <p>I can write a letter to Father Christmas using more complex sentences.</p> <p>I can listen, read and join in with singing a Christmas song</p>	<p>Traditions, songs and vocabulary associated with Christmas.</p>	<p>Apply grammar rules to key Christmas vocabulary especially using festive nouns.</p> <p>Writing a letter to Père Noël</p> <p>Song:: <b>Les douze jours de Noël</b>. Listen, translate and join in with the song.</p>
<p><b>8) To produce negative sentences in both singular and plural form and understand that size adjectives are positioned before the noun</b></p> <p>I can say Happy New Year in French</p> <p>I can say this is/isn't and these are/aren't in French</p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know how to pronounce words where a liaison is needed.</p>	<p>Revisit New Year greeting.</p>	<p>Share greetings with the class.</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	<i>Greetings, Secure conversations, Manners, A wide variety of questions and answers</i>	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<i>Colours</i>	<i>Adding colour adjectives to masculine, feminine and plural nouns</i>			
<i>Calendar</i>	<b>Additional Christmas Vocabulary and Letter to Father Christmas (nouns/adjectives)</b>			
<i>Animals</i>	<i>Masculine and feminine animal nouns including plurals</i>			
<i>Numbers</i>	<i>0-31, Counting nouns and describing the number of objects</i>			
<i>Actions</i>	<b>Classroom action verbs, Movement verbs and related adverbs used with more complexity</b>			

National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p><b>9) To use familiar vocabulary to read and say more complex sentences using a language scaffold</b></p> <p>I understand the words petit and grand (small and big)</p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can use a speaking frame to build more complex sentences.</p> <p>I can play games to help me remember new learning.</p> <p>I can follow the text of a simple French song and join in with some of the words.</p>	<p>Introduce a well-known French children's song.</p>	<p><b>Song: Trois petits chats.</b> Listen and join in with the song, highlighting adjectival agreements with plural nouns.</p>
<p><b>10) To write and say a more complex sentence to describe animals using a language scaffold</b></p> <p>I know that size adjectives come before the noun and colour adjectives come after the noun.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I can arrange word cards to show the correct word order for describing singular and plural nouns with size and colour adjectives.</p> <p>I can use a writing frame to build more complex sentences</p> <p>I can review my learning and identify strengths and areas for development.</p> <p>I can apply my knowledge of phonics in a game situation.</p>		
<p><b>11) LO: To identify nouns, adjectives, verbs, pronouns and conjunctions within complex sentences</b></p> <p>I know the correct word order when writing more complex sentences using adjectives.</p> <p>I can apply the rules of agreement in the singular and plural with some accuracy.</p> <p>I know the meaning of il y a and qu'est-ce qu'il ya?</p> <p>I can use a language scaffold to read, say and write more complex sentences.</p> <p>I can give examples of indefinite and definite articles, nouns, verbs, adjectives, pronouns, verbs and a conjunction.</p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p>		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p><b>12) To follow the simple text of a song and story and sing/read them aloud</b></p> <p>I can describe where something is using different sentence starters e.g dans le sac..., dans le jardin, dans le placard and dans la boîte.</p> <p>I can remember the correct word order when making sentences using indefinite articles, nouns, size and colour adjectives.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a song and a story.</p>	<p>Share a well-known French children's story.</p> <p>Introduce a well-known French children's song.</p>	<p><b>Story: Qui conduit?</b> Read, translate and identify the definite articles.</p> <p><b>Song: Il court, il court le furet</b> Listen and follow the lyrics. (spot the definite articles)</p>

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<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			

	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
National Curriculum	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
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<p>13.) <b>To follow the text of a simple story, identifying the meaning of words and reading aloud</b></p> <p>I can use my knowledge of phonics to help me read new verbs (nager, manger, voler) and other unfamiliar vocabulary.</p> <p>I know that verbs can have different endings</p> <p>I can understand, read, say and write complex sentences using indefinite articles, nouns, size and colour adjectives and verbs.</p> <p>I can remember the correct word order when writing complex sentences.</p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can listen, read and join in with a story.</p>	<p>Share a well-known French children's story.</p>	<p><b>Story: Bon appétit, Monsieur Lapin.</b> Listen and try to translate the text in the story. Using knowledge from previous learning and reading strategies.</p>
<p>14.) <b>To use 1st and 2nd person pronouns with a regular verb</b></p> <p><b>*Takes x2 sessions*</b></p> <p>I know the x4 different definite articles and understand when to use each one.</p> <p>I can use a bi-lingual dictionary to find out the meaning of French verbs and to identify how to say certain verbs in French.</p> <p>I am beginning to understand that verb endings change depending on the noun or pronoun who is doing the verb.</p> <p>I can say and write positive and negative sentences.</p> <p>I can use the word 'Qui' to form positive and negative questions.</p>		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>15.) <b>To ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification</b>  <b>*Takes x2 sessions*</b></p> <p>I can ask and answer the question - 'Do you have a pet?', using either a positive or negative answer.</p> <p>I can construct a sentence saying what animal I have and what I would like to have.</p> <p>I can describe animals using numbers.</p> <p>I can play a French card game 'Pege dans le lac' to practice Q and A's about pets.</p> <p>I am beginning to understand how to use different subject pronouns when asking and answering questions.</p> <p>I can ask and answer questions about a pet's name and how to spell it, their age and what colour they are.</p>	Common content for French conversation.	Use question and answer stems to discuss pets.
<p>16.) <b>To write familiar complex sentences from memory with understandable accuracy</b></p> <p>I can remember the vocabulary for common French pet animals.</p> <p>I can ask and answer questions about pet(s) using both positive and negative sentences to reply.</p> <p>I can remember the rules of agreement when adding. adjectives for singular/plural/ Masculine and Feminine forms.</p> <p>I can write some complex sentences from memory.</p> <p>I can review my learning and identify strengths and areas for improvement.</p>	Common content for French conversation.	Use question and answer stems to discuss pets.

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
<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			
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National Curriculum	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in an responding</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words</li> <li>Engage in conversation: ask and answer questions; express opinions; respond to those of others; seek clarification and help</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Write words from memory and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Outcome	Speaking and Listening	Songs Stories and Rhymes	Reading and Writing	Grammar
	<ul style="list-style-type: none"> <li>Listen and show understanding of more complex familiar phrases and sentences</li> <li>Follow the text of a familiar rhymes and songs identifying the meaning of words</li> <li>Ask and answer more complex familiar questions with a scaffold of response; maybe asking for clarification or help</li> <li>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold</li> </ul>	<ul style="list-style-type: none"> <li>Follow the simple text of a familiar song or story and sing or read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rule</li> <li>Read and show understanding of a complex sentence using familiar language</li> <li>Use a bi-lingual dictionary to find meaning of nouns in the plural, adjectives in agreement and conjugated verbs</li> <li>Write and say more complex sentences to describe people, places, things and actions using a language scaffold</li> <li>Write familiar complex sentences from memory with understandable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns</li> </ul>

French week Lessons		Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
Geography		Understand which other countries in the world speak French as an official language.	Explore which other countries in the world speak French as an official language.  Francophonie quiz
English		<b>Traditional Tale = Goldilocks and the three bears</b> 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		<b>Cezanne</b> — Recognise the style of Cezanne'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

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.	<b>Satie</b> - 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 <b>Joan of Arc</b> (saint and military leader) is a significant figure in France	Research <b>Joan of Arc</b> (saint and military leader) and produce a Fact file, Mind-map, Poster, leaflet about them
PE & Dance	Learn the rules to play the game ' <b>La Pétanque</b> ' Learn the traditional French dances of ' <b>La Farandole</b> ' and ' <b>Jean Petit</b> '	Play the game ' <b>La Pétanque</b> ', following the rules Perform traditional French dances of ' <b>La Farandole</b> ' and ' <b>Jean Petit</b> '
Maths	French numbers (0-30)	Interactive Number Games: Bingo, Hangman Spelling French Numbers – using French numbers (0-30)
Food Technology	To identify traditional French foods	French food tasting and creating a simple French dish.

Themes		Character Traits	Stickability	WOW
<i>Building Relationships</i>	Greetings, Basic conversation, Manners, A wide variety of questions and answers	<b>Ambitious</b> <b>Articulate</b> <b>Curious</b> <b>Resilient</b> <b>Respect</b> <b>Kind</b>	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.	<b>Annual French Week:</b> Activities across the curriculum, including a French themed lunch meal. Contributions towards the <b>International Schools Award</b>
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