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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3/4 | Half term:  Year B  Autumn 1 | SCOPE:  On y va!  (All aboard!) | CONTENT / INTENT:  To name places where French is spoken and find them on a map  To learn weather and transport words in French  To recognise and order the days of the week in French  To join sentences with et and mais  To talk in French about ways in which people travel  To understand others saying how they travel  To recognise that some final letters in French are silent (e.g. t, d)  To use a bilingual dictionary to find the meaning of unknown words in French  To write about travelling to different places and the weather  To begin to write familiar words in French from memory  To identify ways of recalling French words | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Year 4 children will have had teaching of French from our Year A curriculum. All children will be involved in a discussion about travel. Ask children if they have been to France and, if so, where. Show these places on a map of France. Talk about Belgium (la Belgique), Luxembourg (le Luxembourg) and Switzerland (la Suisse), and find pictures of them on Google Images or any similar site. Explain that all these countries use several languages, including French. Show a map of the world and locate places where French is spoken. Linking these to other parts of the curriculum where possible. | **LO:**  Understand some French phrases describing the weather | **LO:**  Understand more French phrases describing the weather | **LO:**  Recognise the days of the week in French. | **LO:**  Understand simple sentences in French about how someone travels. | **LO:**  Say what the weather is like in some French towns. | **LO:**  Review of this units learning | Progressing onto the next unit of work: L’argent de poche (Pocket money) |
| **Success Criteria:**  Understand some French phrases describing the weather.  Use some French phrases to describe the weather.  Use strategies to help me remember French words. | **Success Criteria:**  Understand more French phrases describing the weather.  Say and write in French what the weather is like.  Use strategies to help me remember French words. | **Success Criteria:**  Recognise the days of the week in French.  Say and write the days of the week in French in the correct order from memory. | **Success Criteria:**  Understand simple sentences in French about how someone travels.  Say in French where I go and how I travel there: *Je vais à l’école à pied. Je vais en France en train.* | **Success Criteria:**  Say what the weather is like in some French towns: *À Paris, il pleut.*  Build longer sentences in French using *et* (and) and *mais* (but)  Identify silent letters at the end of French words and pronounce these words correctly  Join in with a French song. | **Success Criteria:**  Assessment |
| **Vocabulary:** Je vais à l’école. I go/I’m going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas-tu ? Where are you going? Je vais ... I’m going ... en Belgique to Belgium en France to France Il fait chaud. It’s hot. Il fait froid. It’s cold. Il fait beau. It’s fine weather. Il fait mauvais. It’s bad weather. Il fait du soleil. It’s sunny. Il fait du vent. It’s windy. Il pleut. It’s raining. lundi, mardi, Monday, Tuesday, mercredi, jeudi, vendredi, Wednesday, Thursday, Friday, samedi, dimanche Saturday, Sunday et and | | | | | | |

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| **Pendeen MFL French Year A SCOPE, CONTENT and SEQUENCING** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Autumn 2 | SCOPE:  L’argent de poche (Pocket money) | CONTENT / INTENT:  To learn numbers 1–30 in French and understand them when spoken  To say and write numbers 1–30, in sequence and out of sequence  To ask for and give prices in euros (up to 30)  To use the correct indefinite determiner un/une according to the gender of the noun  To form plurals of nouns in French  To use an adjective in French to describe an object  To use j’ai (I have) and je n’ai pas (I have not) in sentences  To understand someone giving a range of opinions in French  To give an opinion in French including a reason  To use exclamations in French to express likes and dislikes | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children may have an understanding of French as per previous pg. Children will have completed Autumn 1 learning. | **LO**: To be able to state preference and understand names of French games. | **LO:** Counting from 11 to 20 and begin to count items. | **LO:**  Understand numbers and their values from 1-20 in French. | **LO:** Learn animals names in French. Discuss Preferences of animals. | **LO:**  Learn to pronounce the sound *a* in French and some French exclamations. | **LO:**  Review of this units learning | Progress onto unit 3 - Raconte-moi une histoire ! (Tell me a story!) in Spring 1. |
| **Success Criteria:**  Understand the French words for some toys.  Name some toys in French.  Identify masculine and feminine nouns in French.  Use the correct French words for ‘the’ and ‘a’ | **Success Criteria:**  Understand numbers 1 to 30 in French.  Count from 1 to 30 in French.  Write the French words for some toys.  Identify prices in French up to 30 euros.  Say and write prices in French up to 30 euros. | **Success Criteria:**  Identify likes, dislikes and simple opinions in French.  Say in French what I like and dislike.  Say and write simple opinions in French: *Une peluche, c’est génial !* | **Success Criteria:**  Ask and answer a simple question in French about likes and dislikes: *Tu aimes… ?*  Say in French what I like and dislike, and give a simple opinion: *J’aime… Je n’aime pas… C’est génial !*  Say in French what someone else likes and dislikes: *Il aime… Elle n’aime pas…*  Ask and say in French how much something costs: *C’est combien? C’est vingt-cinq euros.* | **Success Criteria:**  Understand and learn by heart a simple poem in French.  Write my own simple poem in French and learn it by heart  Read aloud simple poems in French using correct pronunciation and intonation. | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:**  J’adore ... I love ... Je déteste ... I hate ... ça that 21–30: vingt et un, 21–30: twenty-one, vingt-deux, vingt-trois, twenty-two, twenty-three, vingt-quatre, vingt-cinq, twenty-four, twenty-five, vingt-six, vingt-sept, twenty-six, twenty-seven, vingt-huit, vingt-neuf, twenty-eight, twenty-nine, trente thirty C’est combien ? How much is it? un euro one euro C’est super/magnifique/ It’s great/magnificent/ fantastique. fantastic. J’ai I have Je n’ai pas de ... I don’t have ... Miam ! Yum! Berk ! Yuck! un CD a CD un ballon a ball (large ball, e.g. football) une console a games console une peluche a cuddly toy une poupée a doll | | | | | | |

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| **Pendeen MFL French Year A SCOPE, CONTENT and SEQUENCING** | | | | | | | |
| Year Group:  Year 3/4 | Half term:  Year B  Spring 1 | SCOPE:  Raconte-moi une histoire ! (Tell me a story!) | CONTENT / INTENT:  To understand a familiar story in French  To make links between French words and familiar words  To use a dictionary to add to a ‘qu’ wordbank  To distinguish between the French sounds on and en/an  To understand that some adjectives have an ‘e’ added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante)  To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules  To classify words according to gender (adjectives) or phonics (on/an/en)  To recognise numbers in 10s to 100 in French  To count in 10s to 100 in French | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children may have an understanding of French as per first page. Children will have completed Autumn 1 and 2 of our French Curriculum. | **LO:**  Understand some spoken and written classroom instructions in French. | **LO:**  Identify instructions and other familiar language in a French story. | **LO:**  Understand, say and write numbers in multiples of 10 up to 100 in French. | **LO:**  Read and understand a familiar fairy tale in French. | **LO:**  Write short, simple sentences in French | **LO:**  Review of this units learning | Progress onto unit 4 - Vive le sport ! (Our sporting lives) in Spring 2. |
| **Success Criteria:**  Understand some spoken and written classroom instructions in French.  Give a correct response to classroom instructions in French. | **Success Criteria:**  Identify instructions and other familiar language in a French story. | **Success Criteria:**  Understand, say and write numbers in multiples of 10 up to 100 in French.  Count in multiples of 10 up to 100 in French.  Use strategies to remember French words.  Identify the French *qu* sound and pronounce it correctly. | **Success Criteria:**  Read and understand a familiar fairy tale in French.  Identify the French nasal *an*, *en* and *on* sounds in a story and a song.  Pronouncethe French nasal *an*, *en* and *on* sounds correctly. | **Success Criteria:**  Write short, simple sentences in French using a noun and an adjective: *Le chat est grand.*  Identify masculine and feminine forms of some French adjectives.  Make some French adjectives feminine by adding *-e*: *La peluche est grande.* | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:**  Regardez. Look. Répétez. Repeat. Écoutez. Listen. 40–90: quarante, cinquante, 40–90: forty, fifty, soixante, soixante-dix, sixty, seventy, quatre-vingts, eighty, quatre-vingt-dix, cent ninety, a hundred Il/Elle est ... He/She is ... grand(e) big petit(e) small vrai, faux true, false Levez-vous. Stand up/Get up. Asseyez-vous. Sit down. Levez la main. Put your hand up. Taisez-vous. Be quiet. Venez ici. Come here. charmant(e) charming méchant(e) wicked/bad/naughty | | | | | | |

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| **Pendeen MFL French Year B SCOPE, CONTENT and SEQUENCING** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Spring 2 | SCOPE:  Vive le sport ! (Our sporting lives) | CONTENT / INTENT:  To talk about sports, choosing the correct verb je joue à / je fais de  To understand others talking about their sporting preferences in French  To understand that à le is contracted to au and de le to du, and apply this to speaking and writing  To learn the names of foods in French and revise those learnt previously  To name food items and attempt to write them in French  To write a sentence about things that are good or bad for health  To say and write more extended sentences about healthy lifestyles  To recognise and pronounce words containing the on sound  To develop techniques to memorise language including making associations with previous learning | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children may have an understanding of French as per the first page of this document. Children will have completed Autumn 1 and 2 and Spring 1 and of our French Curriculum. | **LO**:  Understand and say the names of some foods and drinks in French. | **LO:**  Discuss foods and drinks in French. | **LO:**  Understand others talking about the sports they do. | **LO:**  Say in French what I do on different days of the week to keep fit. | **LO:**  Focus on pronunciation and rhymes. | **LO:**  Review of this units learning | Progress onto unit 5 - Le Carnaval des Animaux (The Carnival of the Animals) |
| **Success Criteria**:  Understand and say the names of some foods and drinks in French. | **Success Criteria**:  Say which foods and drinks I like.  Say and write in French whether food and drink is healthy or unhealthy: *Le poisson, c’est bon pour la santé. Les bonbons, c’est mauvais pour la santé.* | **Success Criteria**:  Understand others talking about the sports they do.  Say and write in French which sports I do.  Use the correct verbs and other word forms when talking and writing in French about sports: *Je joue au basket. Je fais du vélo. Je fais de la danse.* | **Success Criteria**:  Say in French what I do on different days of the week to keep fit. | **Success Criteria**:  Identify and correctly pronounce the French nasal *on* sound.  Read aloud a simple French rhyme using my knowledge of French sounds.  Change the words of a French rhyme to help me write my own rhyme in French | **Success Criteria**:  Assessment |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Qu’est-ce que tu fais What are you doing/do you (lundi) ? do (on Monday(s))? Je joue au tennis/basket. I play tennis/basketball. Je joue au cricket. I play cricket. Je fais du vélo. I ride my bike/go cycling. Je fais du skate. I go skateboarding. Je fais de la danse/natation. I dance/swim. zéro zero boire to drink manger to eat le jus d’orange orange juice le yaourt yogurt le poisson fish une pomme an apple les carottes (f. pl.) carrots le chocolat chocolate le coca cola les pommes frites (f. pl.) chips les bonbons (m. pl.) sweets Oui, c’est bon pour la santé. Yes, it’s good for your health. Non, c’est mauvais pour No, it’s bad for your la santé. health. | | | | | | |

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| **Pendeen MFL French Year A SCOPE, CONTENT and SEQUENCING** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Summer1 | SCOPE: Le Carnaval des Animaux (The Carnival of the Animals)) | CONTENT / INTENT:  To name and spell animals in French  To ask and answer questions: Où habites-tu ? and Quelle heure est-il ?  To describe characteristics in French using Je suis... (I am)  To further the description by using appropriate adjectives according to noun gender  To recognise and say the ‘oi’ sound in French words  To understand the time in French  To say the time (o’clock)  To write about animals in French, including their habitat and eating habits  To use conjunctions et and mais to join sentences | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children may have an understanding of French as per first page. Children will have completed Autumn 1 and 2 and Spring 1 of our French Curriculum. | **LO:**  Understand the French words for some animals | **LO:**  Learning to tell the time in French | **LO:**  Talk about where you live in French. | **LO:**  Discuss what animals eat in French | **LO:**  Work on pronunciation . Correctly pronounce the French *oi* sound | **LO:**  Review of this units learning | Progress onto unit 6 - Quel temps fait-il ? (What’s the weather like?) |
| **Success Criteria:**  Understand the French words for some animals.  Name some animals in French. | **Success Criteria:**  Ask what time it is in French: *Quelle heure est-il ?*  Understand some spoken and written clock times in French: *Il est une heure/deux heures/trois heures… Il est midi. Il est minuit.*  Say and write some clock times in French. | **Success Criteria:**  Ask someone in French where they live: *Où habites-tu ?*  Say in French where I live: *J’habite dans une maison.*  Talk and write in French about the habitat of some animals: *Le poisson habite dans la mer.* | **Success Criteria:**  Say in French what some animals eat: *Le cygne mange les poissons.*  Describe in French the characteristics of some animals: *Le lion est féroce. La tortue est lente.*  Identify and use the masculine and feminine forms of some French adjectives: *Je suis petit. Je suis petite.*  . | **Success Criteria:**  Identify and correctly pronounce the French *oi* sound  Use my knowledge of French sounds to read aloud a simple poem in French.  Use strategies to help me learn by heart a simple poem in French. | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:**  Où habites-tu ? Where do you live? J’habite dans ... I live in ... je suis I am petit(e) small grand(e) big lent(e) slow rapide fast fort(e) strong faible weak féroce fierce timide shy Quelle heure est-il ? What time is it? une heure, deux heures, one o’clock, two o’clock, trois heures, quatre heures, three o‘clock, four o‘clock cinq heures, six heures, five o‘clock, six o‘clock sept heures, huit heures, seven o‘clock, eight o‘clock neuf heures, dix heures nine o‘clock, ten o‘clock Il est midi. It’s midday. Il est minuit. It’s midnight. le lion the lion le coq the cockerel le kangourou the kangaroo le poisson the fish le coucou the cuckoo l’éléphant (m.) the elephant l’âne (m.) the donkey l’oiseau (m.) the bird la tortue the tortoise la poule the hen le cygne the swan | | | | | | |

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| **Pendeen MFL French Year A SCOPE, CONTENT and SEQUENCING** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Summer 2 | SCOPE:  Quel temps fait-il ? (What’s the weather like?) | CONTENT / INTENT:  To say what the weather is like in French  To recognise weather expressions in French  To use Je porte (what I am wearing) in sentences and recognise the names of items of clothing  To understand and form the date in French  To ask and answer the questions Quelle est la date aujourd’hui ? and C’est quand ton anniversaire ?  To understand the expression Quand (weather) il te faut (clothing)  To describe clothing in French using appropriate adjectives, obeying rules of agreement  To create a weather forecast in French  To appreciate that zéro looks the same but is pronounced differently in English and French  To recognise and say the sound represented by au/eau in French words  To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Children may have an understanding of French as per first page. Children will have completed Autumn 1-2 and Spring 1-2 and Summer 1 of our French Curriculum | **LO:**  Understand, say and write the names of some clothes in French. | **LO:**  Say in French what the weather is like. | **LO:**  Ask and say the date in French | **LO:**  Ask in French what the weather is like. | **LO:**  Identify and correctly pronounce the French *au/eau/o* sound | **LO:**  Assessment | Year 4’s will progress onto Year 5 and 6’s year A scheme of work.  Year 3’s will continue onto year A. |
| **Success Criteria:**  Understand, say and write the names of some clothes in French.  Say and write in French what I am wearing: *Je porte un manteau.* | **Success Criteria:**  Say in French what the weather is like.  Say and write in French what sort of clothing is suitable for different weather conditions: *Quand il gèle, il te faut une écharpe et des gants.* | **Success Criteria:**  Ask and say the date in French: *Quelle est la date ? C’est…*  Ask someone in French when their birthday is: *C’est quand, ton anniversaire ?*  Say in French the date of my birthday: *C’est le premier juin. C’est le trente et un août.* | **Success Criteria:**  Ask in French what the weather is like: *Quel temps fait-il ?*  Talk and write in French about the weather and the temperature in different places: *À Lille, il gèle et il fait moins deux degrés.*  Talk and write in French about suitable clothes for different weather conditions | **Success Criteria:**  Identify and correctly pronounce the French *au/eau/o* sound  Use my knowledge of French sounds to read aloud a simple poem in French.  Use strategies to help me learn by heart a simple poem in French. | **Success Criteria:**  Review of this units learning |
| See previous terms vocabulary box in this document. | **Vocabulary:**  Il neige. It’s snowing. Il gèle. It’s freezing/icy Quand ..., il te faut … When ..., you need ... Il fait ... degrés. It’s ... degrees. moins deux, etc. minus two, etc. lundi, le 5 juin, etc. Monday 5th June, etc. le 5 juin, etc. the 5th June, etc. un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants (m. pl.) gloves des bottes (f. pl.) boots des lunettes de soleil (f. pl.) sunglasses | | | | | | |