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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 / 4 | Half term:  Year A  Autumn 1 | SCOPE:  Moi (All about me) | CONTENT / INTENT:  To understand and use greetings in French  To understand simple questions in French: Ça va ? Comment tu t’appelles ? Quel âge as-tu ?  To answer simple questions in French: Ça va bien, je m’appelle, j’ai sept ans  To name some members of my family in French: père, mère, frère, sœur  To count from 1 to 10 in French and use numbers to count items  To copy the pronunciation of some French words  To pronounce the ‘r’ sound correctly in French words  To recognise some sounds that are special to French: j, ère, u | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| It is possible children may be able to name other countries other than the UK where English is spoken. Find them on a map. Then discuss foreign languages in general. Does anyone in the class speak a language other than English? Ask if they know any French speakers. Do any of the children speak French at home or with relatives, ask if they know what part of the world these people come Find these places on a map.French is not only spoken in France but also in parts of Belgium and Switzerland, parts of North and West Africa, of the West Indies, of Canada, South America and the Pacific.  Year 4’s will have completed year A last academic year. | **LO:**  Simple greetings | **LO:**  Understanding 1-10 in French | **LO:**  Developing conversation | **LO:**  Practising numbers and songs in French | **LO:**  Names of family members and learning about special French sounds. | **LO:**  Review of this units learning | Progressing onto the next unit of work: Jeux et chansons (Games and songs). |
| **Success Criteria:**  Understand some French greetings.  Say ‘hello’ and ‘goodbye’ in French.  Say ‘yes’ and ‘no’ in French  understand when someone asks ‘How are you?’ in French.  Ask someone ‘How are you?’ in French.  Say how I feel in French. | **Success Criteria:**  Understand French numbers 1 to 10.  Count from 1 to 10 in French. | **Success Criteria:**  Understand when someone asks me in French what my name is and how old I am.  Ask someone in French what their name is and how old they are.  Say in French what my name is and how old I am. | **Success Criteria:**  Join in with a French song about the numbers 1 to 10.  Do some maths in French using the numbers 1 to 10. | **Success Criteria:**  Understand and say the French words for some family members.  Copy the pronunciation of some French words.  Pronounce the French *r* sound correctly.  Recognise some sounds that are special to French. | **Success Criteria:**  Review |
| **Vocabulary:** Bonjour ! Hello! Salut ! Hi!/Bye! Ça va ? How are you? Ça va bien/mal. I’m fine/not very well. Et toi ? And you? Au revoir ! Goodbye! Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher) oui, non yes, no Je m’appelle ... My name is ... Comment tu t’appelles ? What’s your name? voici ... here is ... 1–10: un, deux, trois, quatre, 1–10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten J’ai ... I have ... Quel âge as-tu ? How old are you? J’ai sept/huit ans. I’m seven/eight years old. mon père my father ma mère my mother mon frère my brother ma sœur my sister. | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Autumn 2 | SCOPE:  Jeux et chansons (Games and songs) | CONTENT / INTENT:  To count from 1 to 20 in French.  To use numbers 1–20 to count items in French.  To understand and answer the question Combien de ... ?  To understand someone saying which activity they prefer in French.  To talk about my preferences using Je préfère ...  To ask someone their preference using et toi ? To use Il y a (there are) and J’ai (I have) to start sentences in French.  To copy the pronunciation of some French words.  To recognise and correctly say the ‘a’ sound in French words. | | | | |
| 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:**  Assessment | Progress onto unit 3 - **On fait la fête**  in Spring 1. |
| **Success Criteria:**  Understand and say the names of some games in French.  Understand someone saying in French which game they prefer.  Say in French which game I prefer.  Ask someone in French what they prefer. | **Success Criteria:**  Understand French numbers 11 to 20.  Count from 11 to 20 in French.  Use numbers 11 to 20 to count items in French.  Understand and respond to the question *Il y a combien de… ?*  Say in French how many of something there are: *Il y a onze chats.* | **Success Criteria:**  Understand French numbers 1–20.  Count from 1 to 20 in French.  Use numbers 1 to 20 to count items in French. | **Success Criteria:**  Name some animals in French.  Say in French which animals I prefer.  Ask someone which animals they prefer: *Et toi ?*  Say how many animals I have: *J’ai onze chats.* | **Success Criteria:**  Use some French exclamations: *Attention ! Zut !*  Pronounce the French *a* sound correctly | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:**  11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ... ? Je préfère ... J’ai … 11–20: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty How many …? I prefer … I have … le football le saut à la corde Chat Perché Cache-cache le scoubidou le chat le chien la souris football skipping tag/chase hide and seek scoubidou the cat the dog the mouse | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  Year 3/4 | Half term:  Year A  Spring 1 | SCOPE:  On fait la fête - Celebrations | CONTENT / INTENT:  To understand and answer the questions Qui danse ? and C’est quand ton anniversaire ?  To name the months of the year in French and put them into the correct order  To join sentences using et  To talk and write about hobbies in French  To write my own phrases in French using a wordbank  To identify a pronoun and a verb 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:**  Develop knowledge and vocabulary around special occasions. | **LO:**  To understand some phrases for hobbies and activities. | **LO:**  Say and write some simple sentences in French about hobbies and activities. | **LO:**  The months of the year. | **LO:**  Comparing the sounds and spelling of English and French words. | **LO:**  Assessment | Progress onto unit 4 - Portraits (Portraits) in Spring 2. |
| **Success Criteria:**  Say ‘happy birthday’ in French.  Recognise the months of the year in French.  Name some months of the year in French.  Talk about some French festivals and compare them with festivals that I celebrate.  Suggest ways of remembering French words. | **Success Criteria:**  Understand some French phrases for hobbies and activities.  Name some hobbies and activities in French: *Je danse. Je lis.*  Identify a pronoun and a verb in French.  Find patterns in language to help me learn. | **Success Criteria:**  Understand some simple sentences in French about hobbies and activities.  Say and write some simple sentences in French about hobbies and activities.  Say in French which activities I do well.  Use *et* to join two French sentences.  Use words from my previous learning. | **Success Criteria:**  Write some months accurately in French from memory.  Put the months of the year in order.  Copy the pronunciation of some French phrases and use my knowledge of French sounds to help me read aloud.  Use some French exclamations to praise others. | **Success Criteria:**  Compare the sounds and spellings of French and English words.  Identify words that contain the French *an* sound.  Pronounce the French *an* sound correctly. | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:** (très) bien (very) well/good Je joue bien au football. I’m good at playing football. Je nage bien. I’m a good swimmer. Je nage. I swim/I’m swimming. Je danse. I dance/I’m dancing. Je chante. I sing/I’m singing. Je lis. I read/I’m reading. Bravo ! Well done! Super ! Chouette ! Super! Cool! Fantastique ! Fantastic! Je suis/Tu es un génie/ I’m/You’re a genius! génial(e) ! Joyeux anniversaire ! Happy birthday! Les mois: (en) janvier, The months: (in) January, février, mars, avril, February, March, April, mai, juin, juillet, août, May, June, July, August, septembre, octobre, September, October, novembre, décembre November, December Je peux .../Je peux ... ? I can .../Can I ...? s’il te plaît please (informal singular) Je saute. I jump/I’m jumping. Je lance le ballon. I throw/I’m throwing the ball. J’attrape le ballon. I catch/I’m catching the ball. | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Spring 2 | SCOPE:  Portraits (Portraits) | CONTENT / INTENT:  To understand, name and write colours in French  To learn the names of parts of my body in French  To know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for ‘the’ in French  To identify a noun and an adjective in French  To compare the position of an adjective in English and French  To put adjectives after the noun in French  To describe facial features in the first person (j’ai, je suis) and third person (il/elle a, il/elle est)  To recognise and say the ‘eu’ sound in French words | | | | |
| 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 French words for some colours. | **LO:**  Understand and say the French words for some parts of the body. | **LO:**  Describe facial features in French: | **LO:**  Write a description facial features in French | **LO:**  Recognise the French *eu* sound and pronounce it correctly. | **LO:**  Assessment | Progress onto unit 5 - Les Quatre Amis (The Four Friends) |
| **Success Criteria**:  Understand and say the French words for some colours.  Write some colour words in French.  Say in French what colour something is: *C’est bleu!* | **Success Criteria**:  Understand and say the French words for some parts of the body.  Understand and give simple descriptions of faces in French.  Identify a noun and an adjective in French.  Use the correct word order for nouns and adjectives in French.  Identify and use the French words for ‘he’, ‘she’ and ‘it’: *il*, *elle.* | **Success Criteria**:  Describe facial features in French: *J’ai les cheveux marron. Il a les yeux verts.*  Ask a simple question in French about facial features: *Elle a les yeux bleus?*  Identify the French words for ‘the’: *le*, *la.* | **Success Criteria**:  Write a simple description of facial features in French.  Join in with a French song and perform the actions to it. | **Success Criteria**:  Recognise the French *eu* sound and pronounce it correctly. | **Success Criteria**:  Assessment |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Les couleurs: The colours: rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J’ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has ... ... le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/small. | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Summer1 | SCOPE: Les Quatre Amis (The Four Friends) | CONTENT / INTENT:  To understand the names of some animals in French  To identify animals from words read and heard in French  To listen to and join in with a story in French  To sort words according to gender (masculine and feminine) and sound (eu/ou)  To recognise some movement-related verbs in French and show understanding by doing an action  To answer the question C’est de quelle couleur?  To decide when to use il or elle for the pronoun ‘it’, depending on the gender of the noun  To write sentences in French about how animals move  To develop strategies to work out the meaning of unfamiliar words  To distinguish between ‘ou’ and ‘eu’ sounds 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 and Spring 1 of our French Curriculum. | **LO:** Develop vocabulary of names of animals in French and identify masculine and Feminine nouns. | **LO:** Understand simple descriptions of colour and animal movements. | **LO:** Adapt sentences in French to make my own version of a text. | **LO:**  Be able to answer questions about the colour of animals. | **LO:**  Work on pronunciation of ou and eu. | **LO:**  Assessment | Progress onto unit 6 - Ça pousse! (Growing things) |
| **Success Criteria:**  Understand the French words for some animals.  Name some animals in French.  Identify masculine and feminine nouns in French.  Identify the French words for ‘the’: *le*, *la.*  Use strategies to work out the meaning of words. | **Success Criteria:**  Understand simple descriptions of colour in French: *un lapin gris.*  Understand simple sentences in French about the way an animal moves.  Describe in French how an animal moves: *Il galope.*  Identify and use the French words for ‘he’, ‘she’ and ‘it’: *il*, *elle* | **Success Criteria:**  Adapt sentences in French to make my own version of a text. | **Success Criteria:**  Understand a simple description of an animal’s colour and how it moves: *Il est noir. Il galope.*  Understand and respond to the question *De quelle couleur… ?*  Describe in French what colour an animal is and how it moves.  Understand a story in French and use my knowledge of French sounds to read it aloud. | **Success Criteria:**  Distinguish between the French *ou* and *eu* sounds.  Pronounce the French *ou* and *eu* sounds correctly. | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:** le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn’t pas, etc. gallop, etc. vite quickly lentement slowly Il sautille. He/It hops. Elle trottine. She/It scurries. la pomme the apple | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Summer 2 | SCOPE:  Ça pousse ! (Growing things) | CONTENT / INTENT:  To use et to join sentences in French  To understand the names of vegetables in French, in written and aural form  To say the names of some vegetables in French  To talk about food likes and dislikes in French  To understand others giving their opinion about food in French  To use my knowledge of French numbers  To use simple expressions of approval and disapproval in French, such as bravo and fantastique  To ask for someone’s opinion in French, using Et toi ? or Tu aimes ... ?  To write sentences about likes and dislikes in French  To use the French word beaucoup for emphasis  To recognise and pronounce the nasal ‘on’ sound in French words | | | | |
| 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 the French words for some vegetables | **LO:**  Understand someone saying in French which fruits and vegetables they like and don’t like. | **LO:**  Say in French how much I like or dislike | **LO:**  Ask someone in French whether they like. | **LO:**  Recognise the French *on* sound and pronounce it correctly. | **LO:**  Assessment | Year 4’s will progress onto Year 5 and 6’s year B scheme of work.  Year 3’s will continue onto year B. |
| **Success Criteria:**  Understand the French words for some vegetables.  Name some vegetables in French. | **Success Criteria:**  Understand someone saying in French which fruits and vegetables they like and don’t like.  Say in French which fruits and vegetables I like and don’t like.  Ask a simple question in French to find out what someone likes: *Et toi ?*  Use some French expressions to give a simple opinion: *Génial ! C’est super !* | **Success Criteria:**  Say in French how much I like or dislike something: *J’aime beaucoup… Je n’aime pas beaucoup…* | **Success Criteria:**  Ask someone in French whether they like. something: *Tu aimes… ?*  Say in French which foods, animals and other things I like and don’t like. | **Success Criteria:**  Recognise the French *on* sound and pronounce it correctly.  Join in with a French song. | **Success Criteria:**  Assessment |
| See previous terms vocabulary box in this document. | **Vocabulary:**  Tu aimes ... ? Do you like ...? J’aime ... I like ... Je n’aime pas ... I don’t like ... beaucoup a lot/much Je voudrais ... I would like ... Dans mon panier In my basket il y a there is/there are un haricot a bean un concombre a cucumber une tomate a tomato une laitue a lettuce du cresson some watercress une graine a seed une graine de haricot a bean seed un marché a market | | | | | | |