



Buckstones Community Primary School

Languages Medium Term Plans

Year 3 -Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and Responding</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? <ul style="list-style-type: none"> • to listen attentively and understand everyday classroom language • about the different languages spoken by children in the class • to locate the country/countries where the language is spoken • to recognise that many languages are spoken in the UK and across the world • to practise new language with a friend in and outside the classroom 	<p style="text-align: center;">Autumn Term QCA Unit 1 Moi (All About Me)</p> <p>Section 1. Languages we speak</p> <ul style="list-style-type: none"> • Tell the class about languages that you speak or have contact with. • Invite children to have a similar discussion with their talk partner and report back to the class. • Ask children where in the world English is spoken and show them where some of these places are. • Explain that they will be learning French and ask if they know where this is spoken. Show them where some of these countries are. • Introduce Bonjour! (Hello!) and Salut! (Hi!) as you shake children's hands around the room. Consolidate with a song or DVD clip. Encourage children to go around the room greeting others. • Ask the children to practise the sounds j and u. Encourage them to look at your mouth, especially when modelling u. • Introduce the question Ça va? (How are you?) and hold up your thumb or draw a smiley face on the board to illustrate the reply Ça va bien et toi? (I'm fine and you?). Practise saying this around the class. Encourage children to go around the room, greeting each other and asking how they are. • At the end of the session, wave goodbye and say Au revoir.

	<ul style="list-style-type: none"> • know about the different languages spoken by children in the class • to identify social conventions at home and in other cultures • to recognise that many languages are spoken in the UK and across the world • to practise new language with a friend in and outside the classroom 	<p>Section 2. Language portrait</p> <ul style="list-style-type: none"> • Revise Bonjour! and Salut! Children who know a greeting in another language can greet the class. • Revise Ça va? Ça va bien et toi? Introduce an alternative answer - Ça va mal - by showing your thumbs down or drawing a sad face on the board. Invite children to move around the class, shaking hands, giving a greeting and asking each other how they are. • Ask children to practise the on sound by holding their noses. Encourage them to look at the shape of your mouth and to look at their own in a mirror. • Ask the children if they know another word containing the on sound (Bonjour). • Listen to the song Sur le Pont d'Avignon. When children hear a word with the on sound, they raise a hand. • Teach monsieur and madame. Show a video clip from a DVD or digital content provider of adults and children greeting each other in French. • Compare the French sound on with the sound this letter string produces in English. Make the comparison explicit by using two puppets (one which says some English words with the on sound and one which says Bonjour). • Recap on the languages that you speak in order to introduce the idea of a language portrait. Use a blank outline of a body shape and model how you can colour it in to show the importance of these languages to you, e.g. 'I do my thinking in English, so I am colouring the head in blue. I know a little bit of Spanish, so I'll colour the fingertips red. I speak Arabic with my grandmother, so I'll colour the heart yellow.' Label your portrait with the languages. • Children complete their own language portraits. • At the end of the session, wave goodbye and say Au revoir. Encourage children to reply with Au revoir, monsieur/madame.
	<p><u>NC 2014 objectives</u> Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a</p>	<p>Section 3. Names</p> <ul style="list-style-type: none"> • Show a video clip of children greeting each other and introducing themselves. Some of these names will need to be similar to ones familiar to the children. Can they remember any of the names they heard? Were any of the names

<p>Speaking</p>	<p><i>personal response?</i></p> <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to perform simple communicative tasks using single words, phrases and short sentences • to identify social conventions at home and in other cultures • to recognise that some words occur in both English and the language being learnt, although they may sound different <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to perform simple communicative tasks using single words, phrases and short sentences • to recognise some familiar words in written form • to recognise question forms • to imitate pronunciation • to play games to help remember 	<p>similar/different to ones they know? Did they hear any names with the sounds j, on or u?</p> <ul style="list-style-type: none"> • Introduce and model the letter names of the five vowels. Children repeat. Take one of the vowels and ask whose name contains that vowel. Spell aloud two or three children's names, writing them in the air or on the board at the same time. Children repeat. • Write a few of the French names on the board as you pronounce them. Invite children to the board. Say one of the names and ask them to point to the one that you have said. • Share either your own name or the name of a member of your family. Explain why this was chosen. • Discuss name 'fashions', e.g. what names are popular today and why? • Replay the DVD clip from Section 1 to revise Je m'appelle (I am called). Ask the question Comment tu t'appelles? around the room, so that children can respond individually. • Focus on the j sound and remind the children of the same sound in bonjour. • Finish the session by waving and saying Au revoir (Goodbye). Children respond. <p>Section 4. Families</p> <ul style="list-style-type: none"> • Model Comment tu t'appelles? and ask the children to repeat. Reinforce pronunciation by getting children to respond in different voice tones and at different speeds. Ask the children if they can think of another word containing the sound u (salut). • Play a guessing game: one child sits with their back to the class and asks Comment tu t'appelles? Silently point to another child who disguises their voice and says the wrong name. The first child says C'est ...? (Is it ...?) The class respond with Oui/Non, Je m'appelle ... • Using pictures of a famous family such as The Simpsons, point to one family member and say Bonjour, je m'appelle ... (Hello, I am called ...) Encourage the class to add the character's name by hesitating or by the tone of your voice. Repeat with the remaining pictures.
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	<ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to recognise some familiar words in written form • to read aloud familiar words • to recognise question forms • to imitate pronunciation • to play games to help remember 	<ul style="list-style-type: none"> • Take on the role of one of the characters and list your family members, e.g. Je m'appelle Lisa Simpson. Voici ma mère, voici mon père, voici ma sœur, voici mon frère. (I am called Lisa Simpson. Here is my mother, here is my father, here is my sister, here is my brother.) • Show the written form of the four family words and point out the accents. Show the children père and frère and ask them if they can write mère. Have they spotted the rhyming pattern? • Play Touchez l'image. Place flashcards for the family members on the board. Divide the class into two teams. One child from each team comes to the board. Hold up a text card for one of the family members, e.g. ma sœur, and read it aloud. The first child to touch the correct picture wins a point for their team. Choose two new children for the next round. • Extension: Play Kim's Game to consolidate names for the family members. • Finish the session by waving and saying Au revoir (Goodbye). Children respond. <p>Section 5. Numbers up to 10</p> <ul style="list-style-type: none"> • Ask children to present their family members to the class using photos or drawings. • Use large digit cards, dice or number fans to introduce numbers 1-10. Play Montrez-moi (Show Me), Morpion (Noughts and Crosses) and Répétez si c'est vrai (Repeat if it's True). For Répétez si c'est vrai, hold up a digit card and say a number. If the number corresponds to the digit card, the children repeat it. If not, they remain silent. Introduce a number song for extra practice. • In pairs, children practise numbers to six by taking turns throwing a die and saying the number. • Dictate individual numbers to 10 and ask children to write them on mini-whiteboards. • Play Loto (Bingo) to reinforce numbers to 10. • Extension: Try some quick-fire calculations using number and subtraction facts to 10. • Finish the session by waving and saying Au revoir. Children respond.
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<p>Reading and responding</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to recognise some familiar words in written form • to read aloud familiar words • to recognise question forms • to imitate pronunciation • to play games to help remember 	<p>Section 6. How old are you?</p> <ul style="list-style-type: none"> • Invite a child to the front and ask them to hold a picture of a birthday balloon, card or cake for a seven- or eight-year-old. Introduce the question <i>Quel âge as-tu?</i> (How old are you?) Ask the class to suggest the meaning of the question. Ask the question again to elicit the reply <i>sept</i> or <i>huit</i>. Model the sentence <i>J'ai sept ans</i> (I am seven). Ask the question to the class and they chorus the reply. Ask individual children. Repeat with <i>J'ai huit ans</i>. • Some children may respond to the question <i>Quel âge as-tu?</i> by giving the number only or holding up a digit card. • In groups of six, children pass the question on to the next child, who responds and then passes it on again. • Extension: Children practise a question-and-answer dialogue in pairs. • Play <i>Recommencez!</i> (Start Again!). Display some greetings, questions and answers on the board, e.g. <i>Comment tu t'appelles?</i> Read through them all. Two children leave the room. The class selects a greeting and one answer for each question. The two children come back into the room. The class chorus the greeting and the two children respond. The class chorus <i>Comment tu t'appelles?</i> and the two children choose one answer as a response. If their answer matches the class's choice, they proceed to the next question. If their choice does not match, they have to start again with the greeting. • Give pairs of children cut-up strips of paper with written language from this unit. Ask each pair to order the strips correctly to make a simple conversation between two children. Invite some pairs to read their conversations aloud. • Finish the session by waving and saying <i>Au revoir</i>. Children respond.
<p>Writing</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can they say what they like and dislike about a familiar topic? <ul style="list-style-type: none"> • to apply the knowledge, skills and understanding in this unit 	<p>End-of-unit activities</p> <ul style="list-style-type: none"> • Children copy, adapt a model or write a short text about themselves or a famous person. They include their name and age. They could also introduce family members. They share and exchange this information in a chosen form, e.g. email, poster, musical composition or electronic presentation. • If the school has a French-speaking partner school, the information can be shared through email or posted.

Year 3- Spring

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and Responding</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? <ul style="list-style-type: none"> • to listen and respond to simple rhymes, stories and songs • to recognise and respond to sound patterns and words • to make direct or indirect contact with the country where the language is spoken • to use gesture or mime to show they understand 	<p style="text-align: center;">Spring Term QCA Unit 2 Jeux et Chansons (Games and Songs)</p> <p>Section 1. 'The Farmer's in His Den'</p> <ul style="list-style-type: none"> • Play or sing Le Fermier dans son Pré. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to Eee eye addy-oh in French. • Show a flashcard or prop as you say the word for each of the characters. • Repeat, with children saying the words after you. • Reinforce by playing games such as Kim's Game (see Unit 1). • Focus on the sounds é (ohé, pré) and er (fermier). • Talk about the differences between the French and English versions of the song. • Sing the song with actions. Children (who have already selected a 'farmer') form a circle around him or her. They hold hands and go around in a circle singing the song. At the end of the 'wife' verse the farmer chooses his 'wife' from the circle, who then joins the other child in the middle. The song continues with the last child chosen selecting the character from the next verse. The child who plays the 'mouse' is the farmer in the next round. • Extension: Draw pictures of characters with labels for a class display.

	<ul style="list-style-type: none"> • to listen and respond to simple rhymes • to recognise and respond to sound patterns and words • to recognise and apply simple agreements, e.g. gender, singular, plural • to play games to help to remember 	<p>Section 2. Numbers 1-10</p> <ul style="list-style-type: none"> • Introduce (or revise) pronunciation and aural recognition of numbers 1-10 through games, songs and activities such as asking children to make their whole body into the shape of a given number (see Unit 1 for more ideas). • Recap the character words (e.g. fermier) from the previous session. • Teach Combien de ...? (How many ...?) and combine numbers with characters, e.g. deux chats. Highlight the pronunciation of plural words and compare with English. • Play hopscotch with digit cards. Children say the numbers on which they land in French. • In small groups, children arrange digit cards (1-9) in a 3x3 grid on the floor. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out. The game continues with other children in the group following the sequence and adding their own numbers. • Extension: Children read and sequence number words to 10. They practise writing these from memory.
<p>Speaking</p>	<p><u>NC 2014 objectives</u> Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response?</p> <ul style="list-style-type: none"> • to listen and respond to simple rhymes, stories and songs • to recognise and respond to sound patterns and words • to perform simple communicative tasks using simple words, phrases and short sentences • to imitate pronunciation • to repeat words rhythmically 	<p>Section 3. Clapping games</p> <ul style="list-style-type: none"> • Revise numbers 1-10 using games, songs and activities from previous sessions. • Ask children to talk about counting-out rhymes that they know and use in the playground. Invite a group of children to the front of the class and say the following rhyme (about counting geese) as you count around the group: une oie, deux oies, trois oies, quatre oies, cinq oies, six oies, sept oies. Highlight the significance of sept oies by pointing to the child and saying C'est toi! • Practise the sound oi and ask the children if they know a number containing that sound (trois). Emphasize the difference in sound between toi and trois. Ask the children if they can hear the difference. Say the words in a sequence, e.g. toi, toi, toi, trois, toi. Use your fingers to illustrate this and then get the children to show you, using their fingers, which one was the odd one out. (It is advisable not to use numbers in this case as it might cause

	<ul style="list-style-type: none"> • to listen attentively and understand instructions, everyday classroom language and praise words • to hear main word classes • to use a physical response • to use the context of what they see to determine some of the meaning <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to make indirect or direct contact with the country/countries where the 	<p>confusion with the word trois.)</p> <ul style="list-style-type: none"> • Practise the rhyme as a class and in groups of seven. • Ask children to demonstrate clapping games they have played in the playground. • Show a simple clapping game with numbers to 10 in French and teach it to the class. In pairs, children create their own clapping games and perform them to the class. • Extension: Children create their own counting-out games. <p>Section 4. Making a game of Conkers</p> <ul style="list-style-type: none"> • Invite children to listen as you give simple instructions for making a game of Conkers, using real conkers or modelling clay. • Mime the verbs: you say some verbs and the children mime them, then the children give a verb and you or a child mime it. • Focus on the sounds é/er/ez. • Play Jacques a dit to practise instructions. • Read the whole set of instructions (full sentences) and ask the children to stand up and sit down every time they hear the sound é (ez/er). Can they remember any of the instructions from Unit 1 (e.g. touchez)? What do they notice about the final sound? • Using real conkers or modelling clay, children follow your instructions and make a conker on a string. • Provide extra support for children working with another adult, such as a teaching assistant, by making some picture cards with the instructions for making the Conkers game. • Extension: Children put a set of written instructions for making the game into the correct sequence <p>Section 5. Numbers to 20</p> <ul style="list-style-type: none"> • Revise numbers 1-10 and introduce numbers 11-12. • Practise pronunciation and discuss with children how numbers 17-19 are formed. • Compare the sound on in onze with bonjour and marron.
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	<p>language is spoken</p> <ul style="list-style-type: none"> • to imitate pronunciation • to play games to help remember • to practise saying new words aloud 	<ul style="list-style-type: none"> • Practise counting up and down from 11-20. • Play Number Ping Pong where you 'bat' a number to the class and they 'bat' the same number or the number above or below back to you. • Some children may prefer to show recall of numbers by holding up a digit card. • Count up from 11-20 using odd and then even numbers only. Dictate numbers for children to write in the air with different body parts. • Discuss with children which numbers they find difficult to remember and their ideas for strategies that might help them. • Sing the song Un kilomètre à pied (One kilometre on foot). • Extension: Play Loto (Bingo) with numbers 10-20.
<p>Reading and responding</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to recognise some familiar words in written form • to experiment with the writing of simple words • to use actions, rhymes and play games to aid memorisation • to make indirect or direct contact with the country/countries where the language is spoken 	<p>Section 6. Favourite playground games</p> <ul style="list-style-type: none"> • Practise counting from 1-20. Play Montrez-moi (Show Me) with digit cards. • Introduce the names of popular playground games such as le football (football), le saut à la corde (skipping), Cache-cache (Hide and Seek), le Scoubidou (Scoubidou) or Chat Perché (Tag) through mimes or flashcards. • Model Je préfère ... le football (I prefer ... football) and invite children to repeat. Practise with other playground games. • Write Je pré ... on the board. Can the children complete the word? • Ask differentiated questions to ascertain children's favourite playground game: Qui préfère ...? Tu préfères le Cache-cache ou le football? Quel est ton jeu préféré? (Who prefers ...? Do you prefer Hide and Seek or football? What is your favourite game?) Keep a tally of children's preferences and count the results in French. • From children not ready to give a verbal response, accept miming or holding up a digit card in response to your question. • Reinforce sound and spelling links by showing the written words for the playground games as you say them. • Give individual text cards to children needing extra support. • Children draw a picture to illustrate their favourite playground game and copy-write Je préfère le football, etc. • Extension: Children take part in a survey about their favourite playground

		game and create a bar chart of the results. Ask them questions about the survey, eg <i>Combien d'enfants préfèrent le football?</i> (How many children prefer football?)
Writing	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can they say what they like and dislike about a familiar topic? <p>• to apply the knowledge, skills and understanding in this unit</p>	<p>End-of-unit activities</p> <ul style="list-style-type: none"> • Create a labelled display of playground games. Add bar charts comparing children's preferences of playground games. If the school has a link abroad, this information can be researched at the link school and included. • Children film playground games, clapping games and counting-out rhymes to send to a partner school. • Children perform or teach a playground game or counting-out game in assembly.

Year 3- Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and Responding</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to hear main word classes • to use gestures to show they understand 	<p style="text-align: center;">Summer Term QCA Unit 3 On Fait La Fetes (Celebrations)</p> <p>Section 1. Look at me</p> <ul style="list-style-type: none"> • Discuss with the children in English what activities they are able to do and feel they are good at, both in and out of school. • In French, introduce some activities that you are good at, using picture flashcards, eg Je nage/lis/danse/chante bien; je joue bien au football (I'm good at swimming/ reading/dancing/singing; I'm good at playing football). • Say the phrases again and invite children to make up an action for the verbs. Then children repeat after you, with actions. • Ask individual children to perform the action when you say the sentence. • Teach the class some praise words, eg bravo, super, chouette, fantastique!, to congratulate children on their mimes. • Introduce the question for individual children, Tu nages bien? (Are you good at swimming?) to elicit oui. Repeat with other verbs. • Children then extend their answers to Oui, je nage bien. • Extension: Model the sentence Je nage très bien (I'm very good at swimming) with a thumbs-up gesture and ask children to guess what you are saying. Repeat with other verbs and encourage children to join in. • Extension: Introduce the negative response by modelling Non, pas du tout. (No, not at all). • Children practise the gestures, actions and responses

<p>Speaking</p>	<p><u>NC 2014 objectives</u> Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response?</p> <ul style="list-style-type: none"> • to listen and respond to simple rhymes, songs and stories • to recognise and respond to sound patterns and words • to make indirect or direct contact with the country/countries where the language is spoken • to use actions and rhymes, and play games to aid memorisation 	<p>Section 2. Happy birthday</p> <ul style="list-style-type: none"> • Show a DVD clip or still image of birthday celebrations. • Invite children to sing Joyeux anniversaire to the tune of 'Happy Birthday to You'. • Introduce the months of the year with picture flashcards plus a song, rhyme, DVD clip or story so that children can hear the words. • Say the months of the year again and group children into birthday months. • Each birthday group practises saying their month by chanting it softly. • Ask each group to sit down / stand up as you call out their month. • Model the phrase Mon anniversaire est en ... (My birthday is in ...) and children repeat. Each birthday group then uses the phrase to chorus Mon anniversaire est en ... • Hold up flashcards for the months in random order and the relevant birthday group says their sentence. • Phonic focus: j sound. Draw children's attention to the soft j sound in je, janvier, juin, juillet and joyeux. Ask children what is different about the j sound in English and in French. Model the mouth shape for saying j and invite children to practise in pairs and with mirrors if possible. Write the j words on the board and say them all together as a whole class, focusing on accurate pronunciation. Children then practise in pairs and may volunteer to demonstrate to the class.
<p>Reading and responding</p>	<p><u>NC 2014 objectives</u> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words?</p> <ul style="list-style-type: none"> • to make links between some phonemes, rhymes and spellings and read aloud 	<p>Section 3. Party games</p> <ul style="list-style-type: none"> • Revise birthday months and Mon anniversaire est en ... • Explain to the children that they are going to play some party games in French. • Play Musical Statues using verbs from Section 1. Play the music and, when it stops, call out a sentence, eg Je nage bien. The children freeze as a statue to show the verb. • Play the game again and, when you call out a sentence, show a large text card at the same time. • Play the game Stations by placing the text cards around the room. Read them out to the children as you stick them on the walls. Play the music. When it

	<p>familiar words</p> <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to recognise some familiar words in written form • to imitate pronunciation • to play games to help remember 	<p>stops, children choose one of the cards to stand next to. Using a second, smaller set of cards, ask a child to choose one and read it out. All children standing next to that sentence card are out.</p> <ul style="list-style-type: none"> • Play Pass the Parcel. Put the small text cards in a feely bag and play some music. Children (sitting in a circle) pass the bag around and, when the music stops, the child with the bag pulls out a card, reads it out and chooses another child to mime the action.
<p>Writing</p>	<p><u>NC 2014 objectives</u></p> <ul style="list-style-type: none"> • Can they write 2-3 short sentences on a familiar topic? • Can they say what they like and dislike about a familiar topic? <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to experiment with the writing of simple words • to compare new words with known words in English or another language <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to perform simple communicative 	<p>Section 4. Come to my party</p> <ul style="list-style-type: none"> • Revise the verbs introduced so far, with a flashcard game. • For further consolidation, play Loto (Bingo). • Practise pronunciation of the j sound using the words from Section 2. • Extension: Children use bilingual dictionaries to make word banks of words beginning with j. • Explain that children will be creating a party invitation. • Using a writing frame on the interactive whiteboard, model how to complete the invitation. Ask children to copy-write J'ai 8 ans for the front of the invitation and also the date of the party. They can add in their name. <p>Viens à ma fête! Nom: Date:</p> <div data-bbox="1265 906 1818 1050" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Viens a ma Fete! Nom: Date:</p> </div> <ul style="list-style-type: none"> • Extension: Using the picture flashcards of verbs as prompts, see how many sentences such as Je danse bien (I'm good at dancing) some children can write from memory. Children may also use a whiteboard screen to drag pictures into a grid and read out the sentences they have constructed. <p>Section 5. Sports day</p> <ul style="list-style-type: none"> • Introduce Je peux ... (I can ...). • By doing the actions, introduce some verbs connected to sports day activities, eg Je peux + sauter, courir, sauter à la corde, lancer le ballon,

	<p>tasks using single words and short sentences</p> <ul style="list-style-type: none"> • to hear main word classes • to engage in turn taking • to use a physical response <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences • to experiment with the writing of simple words • to ask someone to clarify or repeat • to compare new words with known words in English or another language 	<p>attraper le ballon (I can jump, run, skip, throw the ball, catch the ball). For each new verb, children devise their own mime. You say a verb and children mime it, and vice versa.</p> <ul style="list-style-type: none"> • Perform a Mexican Wave to practise pronunciation. • Play Jacques a dit (Simon Says) with the new verbs. • In the hall, introduce a selection of sports day activities, eg - simple running races - standing long jump - in pairs or against a wall, throwing and catching a ball up to 12 times without dropping it, counting in French - skipping up to 12 jumps, counting in French. <p>Section 6. We are the champions</p> <ul style="list-style-type: none"> • Set up the same activities as in Section 5. Revise the response Je peux courir (I can run). Children chorus this. Repeat with the other verbs. • Explain that, in French, if you want to ask permission to do an activity, you can do so by making your sentence into a question by raising your voice at the end. Practise this, eg Je peux courir? (Can I run?), also indicating that you are asking a question through your body language and facial expression. Repeat with the other verbs, with children chorusing. • Explain that it is also polite to say s'il te plaît (please) and practise the above activity again, with this addition. • In pairs, children decide on which activity they would like to ask to do and practise their response. • Introduce the question Qu'est-ce que tu veux faire? (What would you like to do?) Ask this to some individual children, to elicit responses such as Je peux sauter? (Can I jump?) Less confident children could simply show a picture card in response to the question Qu'est-ce que tu veux faire? • Ask children to sit by their chosen activity and ask some individual children in turn Qu'est-ce que tu veux faire? to elicit the response Je peux ...? (Can I ...?) • Each group in turn carries out their activity while the rest of the class encourage with praise words. • If there are winners from each group, they are congratulated by the class
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	<ul style="list-style-type: none">• to apply the knowledge, skills and understanding in this unit	<p>with Tu es un génie! (You are a genius!)</p> <ul style="list-style-type: none">• Children then copy-write a sentence using the construction Je peux + infinitive. Je suis un génie! (I am a genius!) to label a drawing of themselves running, skipping, etc.• Extension: Some children may be encouraged to ask permission to do things, such as Je peux aller aux toilettes / manger / ouvrir la fenêtre? (Can I go to the toilet / eat / open the window?) <p>End-of-unit activity</p> <ul style="list-style-type: none">• With a digital camera, children take photographs of each other doing some of the activities covered in this unit. They use these to prepare a short presentation about the things they do well.
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Year 4 - Portraits

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>to listen and respond to simple songs (O3.1)</p> <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using simple words, phrases and short sentences (O3.3) • to use gestures to show they understand 	<p>Parts of the body - head, shoulders, knees, feet, eyes, ears, mouth nose</p>	<p>Listen to and then learn the song 'Head, Shoulders, Knees and Toes'.</p> <p>Practice and include pointing to different parts of the body</p> <p>Look at ppt of body parts with French names.</p> <p>Play simon says (Jacques a dit)</p>
<p>to listen and respond to simple songs (O3.1)</p> <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words (O3.2) • to perform simple 	<p>Colours: red, yellow, green, blue, orange, black, white</p>	<p>Show me (montrez moi) a crayon</p> <p>Colour lotto</p> <p>Sing Je connais les couleurs</p> <p>Make colour sequences with cubes after listening to a sequence</p>

<p>communicative tasks using simple words, phrases and short sentences (O3.3)</p> <ul style="list-style-type: none"> • to use gestures to show they understand 		<p>Worksheet - colour each paint pot using one of the six colours and write the name in French underneath. Use <i>c'est</i> as well. So '<i>C'est rouge</i>' etc.</p>
<p>o recognise and respond to sound patterns and words (O3.2)</p> <ul style="list-style-type: none"> • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to recognise some familiar words in written form (L3.1) • to recognise how sounds are represented in written form (KAL) • to identify specific sounds, phonemes and words 	<p>Parts of the face - eyes, ears, mouth, nose, face, hair, eyebrows</p> <p>Revise numbers to 6</p> <p>Position of adjectives - describing hair and eye colour.</p>	<p>Read words in French and 'splat' the picture</p> <p>Play 'Face Race' which is basically beetle drive.</p> <p>Draw a picture of yourself and label it using the French vocabulary.</p> <p>Colour a picture of an alien and describe it with 2 speech bubbles '<i>J'ai les cheveux...</i>' and '<i>J'ai les yeux...</i>'</p>
<ul style="list-style-type: none"> • to perform simple communicative tasks using single words, 		<p>Play <i>Répétez si c'est vrai</i> (repeat if it's true) holding up different cards and if you say the right name, they say it. If wrong name, they are</p>

<p>phrases and short sentences (O3.3)</p> <ul style="list-style-type: none"> • to hear main word classes (KAL) • to use a physical response and play games to help remember (LLS) 		<p>silent.</p> <p>Play Brico Monstre. Use one dice for body parts and one for colours.</p>
<p>o listen and respond to a simple song (O3.1)</p> <ul style="list-style-type: none"> • to recognise and respond to sound patterns and words (O3.2) • to perform simple communicative tasks using single words, phrases and short sentences (O3.3) • to locate the country/countries where the language is spoken (IU3.2) • to make indirect or direct contact with a country where the language is spoken (IU3.4) • to identify specific sounds 	<p>Learn to say</p> <p>I have, he has, she has</p> <p>Describe natural hair and eye colours</p> <p>Learn: grey, brown, blonde, purple, pink(masc and fem)</p>	<p>Sing 'savez vous planter les choux?' (Do you know how to plant cabbages)</p> <p>Get some pictures of cartoon characters with mad hair colours on board and get the children to describe using il and elle a.</p> <p>Colour some pictures and get the children to write sentences underneath to describe each one. Give them a list of colours they can use.</p>

<p>(KAL)</p> <ul style="list-style-type: none">• to recognise that some words occur both in English and in the language being learnt, although		
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Year 4 - Les Quatre Amis

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>To listen and respond to simple rhymes, stories and songs</p> <p>To recognise and respond to sound patterns and words</p> <p>To use gesture or mime to show they understand</p>	<p>Animal vocabulary:</p> <p>Mouse, rabbit, sheep, horse</p>	<p>Tell the story of les quatre amis, children join in with 'toc toc'</p> <p>Work on mimes for each of the animal words.</p> <p>https://www.youtube.com/watch?v=DflfjcD9PO8 this is a video of the story</p>
<p>To listen attentively and understand everyday instructions.</p> <p>To recognise some familiar words in written form</p> <p>To recognise that some words occur in both English and the language being learnt, although they may sound different</p> <p>To notice the spelling of</p>	<p>Verbs and adverbs (levez-vous, vite, lentement)</p>	<p>Play a game where the children are divided up into 4 groups and stand up when their group is called</p> <p>Create mimes for the actions in the story</p> <p>Play pelmanism matching verbs and nouns</p>

familiar words		
<p>To recognise and respond to words.</p> <p>To recognise some familiar words in written form</p> <p>To experiment with the writing of simple words</p> <p>To recognise question forms</p> <p>To recognise how sounds are represented in written form</p> <p>To use physical response</p>	<p>Revisit the grapheme 'on' in French</p> <p>Learn the colours 'blanc' and 'noir'</p> <p>Use knowledge of adjectives to describe pictures</p> <p>Write a description of an animal</p>	<p>Practice pronouncing 'on' words together</p> <p>Read the story again. Children show a multilink cube everytime they hear the word 'blanc' or noir</p> <p>Show pictures of the animals and mimes for their movement. Can the children say what each animal is doing as a sentence?</p> <p>Children draw an animal and, using word banks, write 2 sentences to describe it. Eg</p> <p>Le mouton trotte. Il est blanc</p>
<p>To perform simple communicative tasks</p> <p>To listen attentively and understand instructions</p> <p>To use actions to aid</p>	<p>Additional verbs danse, chante, nage</p>	<p>Play pass the parcel. Place the 4 animals in a bag and then the verbs in a pile. Pass the bag, child removes a card and picks a verb.</p> <p>Ask a question relating to the two cards. 'Est-ce le cheval sautille?</p> <p>Introduce negative (non, le cheval ne sautille)</p>

<p>memorisation</p> <p>Recognise question forms and negatives</p>		<p>play on and the children answer the questions.</p> <p>Children choose an animal and a verb and act out the simple sentence with a partner (le lapin danse)</p>
<p>To listen and respond to simple rhymes, stories and songs</p> <p>To listen attentively and understand instructions</p>	<p>Listening attentively</p>	<p>Perform the story of Le Quatre Amis</p>

Year 4 - Ca Pousse

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<ul style="list-style-type: none"> • to recognise and respond to sound patterns and words • to perform simple communicative tasks • to ask and answer questions • to recognise question forms and negatives • to practise with a friend 	<p>Learn the vocabulary for different French veg - beans, tomatoes, carrots, lettuce, cress</p> <p>Learn to say 'I like, I don't like'</p>	<p>Present six vegetables that can be grown in a garden.</p> <ul style="list-style-type: none"> • Pin flashcards of vegetables around the room. Call out the name of a vegetable and ask children to point to the correct picture. • Use digital images of the vegetables to play <i>Morpion</i> (Noughts and Crosses) on the interactive whiteboard. • Say the words and invite children to repeat as a photo is passed around the class. vegetable, introduce the question <i>Qui aime ... ?</i> (Who likes ... ?) Explain what the question means and discuss an appropriate response. Then ask <i>Qui aime les tomates?</i> (Who likes tomatoes?) and so on. Children raise their hands to indicate their response. • Ask individual children the question, this time using <i>Tu aimes ...?</i> Elicit <i>oui/non</i> responses. When children are ready to do so, move on to replies that involve <i>Oui, j'aime les tomates.</i>

		<ul style="list-style-type: none">• Children work in pairs, using up to four picture cards of vegetables. One child points to a vegetable and the other says either <i>Oui, j'aime</i> ...or <i>Non!</i> Some children will be able to ask the question in French, in addition to pointing to the picture card. Others will be able to respond with a one-word answer or physical response.• As children become confident, introduce <i>Oui, j'aime beaucoup!</i> (Yes, I like it a lot!)• Extension: More able pupils could be encouraged to extend their response to <i>Non, je n'aime pas ...</i> (No, I don't like ...) (negatives are introduced in Unit 5). <p>Children can take pictures of each other holding pictures of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures, eg <i>Je n'aime pas les haricots</i>. Display the photographs in class or in the corridor.</p> <ul style="list-style-type: none">• While the rest of the class is working in pairs, you or a teaching assistant can work with a small group to practise questions and answers.• Extension: If children know <i>pas du tout!</i> from Unit 3, they can be encouraged to use this when giving a negative response.• Introduce <i>Je n'aime pas</i>. Children repeat this
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		and <i>J'aime</i> with thumbs down / thumbs up
<ul style="list-style-type: none"> • to perform simple communicative tasks • to listen and respond to simple rhymes, stories and songs • to recognise some familiar words in written form • to experiment with the writing of simple words • to use gesture and mime to show they understand 	<p>Learn word for seed</p> <p>Practice listening very carefully</p>	<p>Ask children to recall the names of vegetables and label each one.</p> <ul style="list-style-type: none"> • Give six children a vegetable label each and ask them to stand in a line, in alphabetical order according to the names of the vegetables, and read the labels aloud. Some children will need a copy of the alphabet to which to refer. • Show children a bean seed and say <i>Voici une graine</i>. Explain that it is a seed. In order to identify which vegetable it came from, ask: <i>C'est la graine d'une tomate/d'un concombre/du cresson?</i> until the seed has been correctly identified. • Ask children in English what they know about the life cycle of a plant. Using pictures, describe in French the different stages (see 'Points to note'). • Model this again, performing a mime or gesture to illustrate each stage. Children repeat the words and the mime. This can be repeated several times. Encourage more reluctant children with plenty of eye contact. • Give each child a picture of one of the eight stages.

		<p>Call out each stage in order and ask children to arrange themselves in groups accordingly. Repeat with different groups of children. When the children are ready to move on, call out the stages in random order to encourage children to listen carefully.</p>
<p>to listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • to respond to sound patterns and words • to use gesture and mime to show they understand • to notice how sounds are represented in written form 		<ul style="list-style-type: none"> • Introduce some of the key vocabulary in preparation for the story of <i>Jacques et le Haricot Magique</i>: <i>le haricot, Jacques, le géant, il glisse, il grimpe, la vache, elle pousse, le marché.</i> • Present the story with visuals and encourage children to join in, repeating familiar vocabulary. • Choose a selection of phrases and ask children in groups to think of an appropriate mime. Select groups carefully and allocate simpler sequences to less confident children. <p>For example:</p> <ul style="list-style-type: none"> -<i>Les haricots magiques</i> -<i>Il voit des pièces d'or, une poule, une harpe magique</i> -<i>Hum! Hum! Hum! Hum! Ça sent le garçon</i> -<i>Le géant dort</i> -<i>Cache-toi, Jacques</i>

		<p>-<i>Mais il ne trouve pas Jacques</i></p> <p>-<i>Vite! Vite!</i></p> <ul style="list-style-type: none">• Read the story again and each group performs their mime and joins in when appropriate with their phrase. Repeat again.• Extension: Children can be encouraged to join in with more and more of the text.• Read the story again and ask children to listen for the sound <i>j/g(e/i)</i>. In groups the children can be given a giant (puppet or cardboard cut-out), which they pass around the circle each time they hear the sound.
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Year 5 - Autumn On y va (all aboard)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and responding</p>	<p>•Do they understand longer passages made up of familiar language in simple sentences? •Can they identify the main points and some details?</p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Section 1. On the way to school</p> <p>recognise the phrases for modes of transport</p> <ul style="list-style-type: none"> • say how they get to school <p>Section 2. Where in the world is French spoken?</p> <p>locate some countries where French is spoken</p> <ul style="list-style-type: none"> • imitate the pronunciation of sounds • say the names of some francophone countries • recognise that many languages are spoken in the UK and across the world • say where they would like to go
<p>Speaking</p>	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i></p> <p>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><i>Their pronunciation is generally accurate and they show</i></p>	<p>Section 3. Weather</p> <p>say the names of some towns and cities in France</p>

	<i>some consistency in their intonation.</i>	
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i></p> <ul style="list-style-type: none"> <i>•Can they use context to work out unfamiliar words</i> 	<p>Section 6. Planning a trip</p> <p>read and understand an email in French</p> <ul style="list-style-type: none"> • write to a travel agent saying where, when and how they are travelling
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <ul style="list-style-type: none"> <i>•Can they adapt and substitute individual words and set phrases?</i> <i>•Can they use a dictionary or glossary to check words they have learnt?</i> <p><i>They will draw largely on memorised language.</i></p>	<p>Section 4. On our travels</p> <p>use a physical response to show they understand specific words and phrases</p> <ul style="list-style-type: none"> • make sentences using two ideas • understand that there are different ways of getting to countries, depending on their location <p>Section 5. Travel arrangements</p> <ul style="list-style-type: none"> • build a sentence with at least two different ideas • understand that words can change place in a sentence <p>Section 6. Planning a trip</p> <p>read and understand an email in French</p> <ul style="list-style-type: none"> • write to a travel agent saying where,

		when and how they are travelling
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Year 5- Spring: L'argent de poche (Pocket money)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and responding</p>	<p>•Do they understand longer passages made up of familiar language in simple sentences? •Can they identify the main points and some details?</p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Section 1. At the toy shop</p> <p>respond to the question <i>Tu aimes ça?</i></p> <ul style="list-style-type: none"> • say whether they like something or not • are aware that French shops want to make their products look attractive, in the same way that English ones do
<p>Speaking</p>	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i></p> <p>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<p>Section 2. Likes and dislikes</p> <p>ask and answer the question <i>Tu aimes ça?</i></p> <ul style="list-style-type: none"> • say whether they really like something or not • know the sounds that French children make to show that they like or don't like something <p>Section 3. Numbers to 39</p> <p>can recognise and say numbers 1-39</p> <p>Section 4. Birthday presents</p> <p>understand that people use different</p>

		<p>currencies in different countries</p> <ul style="list-style-type: none"> • say how much something costs in euros <p>Section 5. Expressing preferences</p> <ul style="list-style-type: none"> • say something is good • say that they would like something
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i></p> <ul style="list-style-type: none"> • <i>Can they use context to work out unfamiliar words</i> 	<p>7. to apply the knowledge, skills and understanding in this unit</p> <p>use effective language for an advertisement</p> <ul style="list-style-type: none"> • understand that language is used differently depending on the speaker and the audience
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <ul style="list-style-type: none"> • <i>Can they adapt and substitute individual words and set phrases?</i> • <i>Can they use a dictionary or glossary to check words they have learnt?</i> <p><i>They will draw largely on memorised language.</i></p>	<p>Section 6. Toy advert</p> <ul style="list-style-type: none"> • use effective language for an advertisement • understand that language is used differently depending on the speaker and the audience

Year 5- Summer: Raconte-moi une histoire! (Tell me a story!)

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
<p>Listening and responding</p>	<p><i>•Do they understand longer passages made up of familiar language in simple sentences?</i> <i>•Can they identify the main points and some details?</i></p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Section 1. Sleeping Beauty</p> <p>listen and respond to words and phrases with actions</p> <ul style="list-style-type: none"> • recognise and say key words in a song • understand that stories from different cultures may be similar
<p>Speaking</p>	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i> <i>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</i></p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<p>Section 2. Giving instructions</p> <p>hear the <i>r</i> sound in French words and phrases</p> <ul style="list-style-type: none"> • understand and respond to classroom instructions in French • understand that verbs change when giving an order in French <p>Section 6. Tell me a story!</p> <ul style="list-style-type: none"> • sing a French song and act out the story • perform the story in front of an audience • recall and describe the agreement between nouns and adjectives

		<p>Section 7. to apply the knowledge, skills and understanding in this unit</p> <ul style="list-style-type: none"> • tell a story effectively • perform in front of an audience
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i></p> <ul style="list-style-type: none"> • <i>Can they use context to work out unfamiliar words</i> 	<p>Section 3. Counting in multiples of 10 to 100</p> <p>can recognise multiples of 10 up to 100 in French</p> <ul style="list-style-type: none"> • begin to understand how the French number system works
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <ul style="list-style-type: none"> • <i>Can they adapt and substitute individual words and set phrases?</i> • <i>Can they use a dictionary or glossary to check words they have learnt?</i> <p><i>They will draw largely on memorised language.</i></p>	<p>Section 4. Descriptions</p> <p>respond to multiples of 10 and say them in chorus</p> <ul style="list-style-type: none"> • recognise adjectives and nouns in French • apply simple agreements to adjectives • write simple sentences with support <p>Section 5. Setting the scene</p> <p>recognise adjectives and nouns in French</p> <ul style="list-style-type: none"> • apply simple agreements to adjectives • write simple sentences with support

Year 6 - Vive le sport!

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Listening and responding	<p><i>•Do they understand longer passages made up of familiar language in simple sentences?</i></p> <p><i>•Can they identify the main points and some details?</i></p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • understand the phrases for different sports in French • listen to and understand the content of a diary when read aloud • answer when asked which sports they take part in
Speaking	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i></p> <p><i>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</i></p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • talk about how they remember words and phrases • say whether they think something is healthy or unhealthy • say the days of the week • say on which day of the week they do a sport • talk about how they remember words and phrases
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i></p> <p><i>•Can they use context to work out unfamiliar words</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • remember the names of some sports

		<ul style="list-style-type: none"> • recognise some of these phrases in written form • name some food and drinks
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <p><i>•Can they adapt and substitute individual words and set phrases?</i></p> <p><i>•Can they use a dictionary or glossary to check words they have learnt?</i></p> <p><i>They will draw largely on memorised language.</i></p>	<p>Children will:</p> <ul style="list-style-type: none"> • spell some words for food and drink • understand the layout of a French diary • write a simple sentence using a model for support • write simple words and phrases using a model and some words from memory • design an effective poster to communicate how to lead a healthy lifestyle

Year 6 - Le Carnaval des animaux

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Listening and responding	<p><i>•Do they understand longer passages made up of familiar language in simple sentences?</i> <i>•Can they identify the main points and some details?</i></p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • give a physical response to something they hear • recognise some words to describe the music • understand the time • understand and say a number of adjectives • understand the agreement of simple nouns and adjectives • understand simple role-plays • ask and answer questions on different topics
Speaking	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i> <i>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</i></p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • name some animals • understand and say a number of adjectives • pronounce the feminine form of some adjectives appropriately • say the names of some habitats • say where some animals live • ask and answer questions on different

		topics <ul style="list-style-type: none"> • perform in front of an audience
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i></p> <p><i>•Can they use context to work out unfamiliar words</i></p>	Children should: <ul style="list-style-type: none"> • recognise some words to describe the music • understand the time • understand and say a number of adjectives • understand the agreement of simple nouns and adjectives • understand the use of the apostrophe with the article before a noun beginning with a vowel • understand that French adjectives agree with the noun they describe
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <p><i>•Can they adapt and substitute individual words and set phrases?</i></p> <p><i>•Can they use a dictionary or glossary to check words they have learnt?</i></p> <p><i>They will draw largely on memorised language.</i></p>	Children should: <ul style="list-style-type: none"> • understand the agreement of simple nouns and adjectives • understand the use of the apostrophe with the article before a noun beginning with a vowel • understand that French adjectives agree with the noun they describe

Year 6 - Quel temps fait-il?

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Listening and responding	<p><i>•Do they understand longer passages made up of familiar language in simple sentences?</i> <i>•Can they identify the main points and some details?</i></p> <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they understand • recognise numbers to 40 when someone says them aloud • memorise a rhyme
Speaking	<p><i>Can they hold a simple conversation with at least 3-4 exchanges?</i> <i>•Can they use their knowledge of grammar to adapt and substitute single words and phrases?</i></p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • repeat words and phrases spoken by someone • pronounce numbers to 40 with reasonable accuracy
Reading and responding	<p><i>Can they understand a short story or factual text and note some of the main points?</i> <i>•Can they use context to work out unfamiliar words</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • read and understand a range of familiar written phrases • read numbers to 40 • understand the main points of a report

		<ul style="list-style-type: none"> • read a weather report describing the day, date, weather and appropriate clothing <p>Le Vent et le Soleil (The Wind and the Sun)</p>
Writing	<p><i>Can they write a paragraph of about 3-4 simple sentences?</i></p> <p><i>•Can they adapt and substitute individual words and set phrases?</i></p> <p><i>•Can they use a dictionary or glossary to check words they have learnt?</i></p> <p><i>They will draw largely on memorised language.</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> • write numbers to 40 • use their knowledge of grammar to build sentences • understand the main points of a report • give a weather report describing the day, date, weather and appropriate clothing