

French Curriculum Overview



ST Mary Queen of Martyrs VC Academy

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1. French Intent, Implementation and Impact Statement

Intent

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

1. French Intent, Implementation and Impact Statement

Implementation:

French is taught in a whole-class setting.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each KS1 class has a 15 min lesson per week.

Each KS2 class has a timetabled lesson of at least thirty minutes per week (Or, 2x15mins). French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials

- Interactive games (which pupils can access from home to consolidate their learning)

- Songs & raps

- Differentiated desk-based consolidation activities

- Task sheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

1. French Intent, Implementation and Impact Statement

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is the outline of the units we will cover throughout KS1 & 2:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2 Cycle 1	Nursery Rhymes (SO)	Greetings (SO)	Numbers and Colours (SO)	In my town (MO)	Mini-beasts (MO)	Seasons (MO)
Year 1 & 2 Cycle 2	Transport (SO)	Jungle (SO)	Circus (SO)	My dream house (MO)	Superheroes (MO)	Teddy bears picnic (MO)
Year 3 & 4 Cycle 1	I'm learning French (E) & Phonetics 1 (C)	Seasons (E)	Musical Instruments (E)	Fruits or Vegetables (E)	Ice-creams (E)	Little Red Riding Hood (E)
Year 3 & 4 Cycle 2	Phonetics 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	The Classroom (I)	My Home (I)
Year 5 & 6 Cycle 1	Phonetics 3 (C) & Do you have a pet?	What is the date? (I)	The weather (I)	The Romans (I)	The Olympics (I)	Clothes (I)
Year 5 & 6 Cycle 2	Phonetics 4 (C) & At School (P)	Regular Verbs (P)	The Weekend (P)	Habitats (P)	The Vikings (P)	Me in the World (P)

* Core Vocabulary lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 – 100; Maths Calculations.

1. French Intent, Implementation and Impact Statement

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach. This allows teacher to ensure curriculum coverage which they can then personalise to meet the needs of their individual class.

Impact:

The intended impact of the MFL Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the MFL Curriculum and want to learn more.
- show the progression in their skills, knowledge and understanding in the work in their books.
- can discuss their learning and remember what they have learnt.
- learn about the country France and what it is like to live in this country.

2. French on a page



Classroom environment:

European map – age appropriate map displayed in the classroom, labelled with the UK and France.
All classrooms have key features labelled in English and French. Topical key French vocabulary is displayed in the classroom.
Where applicable, knowledge mats are also displayed.



Lesson sequence –what does French look like at SMQ?

In KS2 Lessons are to be taught for 30 minutes every week. (This may be taught in shorter segments totalling 30 mins if appropriate depending on the task). In KS1, lessons total 15 mins per week.

Lesson 1-6: practise new vocabulary by reading, writing, speaking & listening to French with a focus on grammar. Each lesson begins with a lot of speaking and listening opportunities; whole class, partner-work and individually. The lesson is based on the repetition of the new key vocabulary and recapping the previous lesson. Grammar is embedded in each lesson. Some lessons may have a written outcome to be kept in their French files.

End of unit assessment to take place following each unit taught.

The children at St Mary Queen of Martyr's will study the following areas on a 2-year cycle. Units cover Starting Out, Moving On (KS1) & Early Language, Intermediate/ Creative then Progressive units (KS2) to extend and challenges pupils with a sound understanding of the basics of the French language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2 Cycle 1	Nursery Rhymes (SO)	Greetings (SO)	Numbers and Colours (SO)	In my town (MO)	Mini-beasts (MO)	Seasons (MO)
Year 1 & 2 Cycle 2	Transport (SO)	Jungle (SO)	Circus (SO)	My dream house (MO)	Superheroes (MO)	Teddy bears picnic (MO)
Year 3 & 4 Cycle 1	I'm learning French (E) & Phonetics 1 (C)	Seasons (E)	Musical Instruments (E)	Fruits or Vegetables (E)	Ice-creams (E)	Little Red Riding Hood (E)
Year 3 & 4 Cycle 2	Phonetics 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	The Classroom (I)	My Home (I)
Year 5 & 6 Cycle 1	Phonetics 3 (C) & Do you have a pet?	What is the date? (I)	The weather (I)	The Romans (I)	The Olympics (I)	Clothes (I)
Year 5 & 6 Cycle 2	Phonetics 4 (C) & At School (P)	Regular Verbs (P)	The Weekend (P)	Habitats (P)	The Vikings (P)	Me in the World (P)

Assessment

Children will be tested informally, using end of unit assessments- including National Curriculum levelling, in Speaking, Listening, Reading and Writing.

Home links

Knowledge organiser sent home per topic via GC. Pupils are encouraged to share their learning at home with their adults.

Lesson design

Unit Name and Knowledge Organiser on display. Challenge planned for, through differentiation of activities.



3. Non-negotiables



French Non-Negotiables:

• Teaching

- Lessons must follow the Language Angels scheme, using the LTP given.
- All work should be dated and marked, then filed in chronological order within the folders provided.
- In KS1, Lessons are to be taught for 15 minutes every week.
- In KS2, Lessons are to be taught for 30 minutes every week. (This may be taught in shorter segments totalling 30 mins if appropriate - depending on the task). Objectives/ lessons can be combined if they suit.
- There should be 3 pieces of evidence in books (KS2) per topic, excluding the assessment piece. KS1 are to use a floor-book– this should include the knowledge organizer to begin each unit, and other evidence as suits their class.
- A Knowledge Organiser should be shared. Available in Lesson 1 for each topic in Language Angels.
- Each unit starts with a revision session from previous lesson or topic- rapid recap. Activity sheets should be adapted from Language Angels to suit the class' needs.
- New vocabulary to be explicitly taught is given, this will build on previously taught vocabulary.
- At the end of the unit, the end of unit assessment should be completed and scored (KS2).

Environment

- A clear working wall area should demonstrate the vocabulary used from the current unit. Where wall space is at a minimum, displays can be spread about the environment.
- The current topic and the knowledge organiser should be on display.

4. Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2 Cycle 1	Nursery Rhymes (SO)	Greetings (SO)	Numbers and Colours (SO)	In my town (MO)	Mini-beasts (MO)	Seasons (MO)
Year 1 & 2 Cycle 2	Transport (SO)	Jungle (SO)	Circus (SO)	My dream house (MO)	Superheroes (MO)	Teddy bears picnic (MO)
Year 3 & 4 Cycle 1	I'm learning French (E) & Phonetics 1 (C)	Seasons (E)	Musical Instruments (E)	Fruits or Vegetables (E)	Ice-creams (E)	Little Red Riding Hood (E)
Year 3 & 4 Cycle 2	Phonetics 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	The Classroom (I)	My Home (I)
Year 5 & 6 Cycle 1	Phonetics 3 (C) & Do you have a pet?	What is the date? (I)	The weather (I)	The Romans (I)	The Olympics (I)	Clothes (I)
Year 5 & 6 Cycle 2	Phonetics 4 (C) & At School (P)	Regular Verbs (P)	The Weekend (P)	Habitats (P)	The Vikings (P)	Me in the World (P)

5. Progression of skills: Listening

National Curriculum strand	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Appreciate and actively participate in traditional short stories & fairy tales.</p> <p>Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>

5. Progression of skills: Speaking



National Curriculum strand	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
<p>L engage in conversations; ask and answer questions; express opinions and respond to those of others;</p> <p>S speak in sentences, using familiar vocabulary, phrases and basic language</p> <p>T develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>E present ideas and information orally to a range of audiences*</p>	<p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p> <p>Learn to articulate key words introduced in the lesson and understand their meaning.</p>	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>

5. Progression of skills: Reading

National Curriculum strand	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
<p>L read carefully and show understanding of words, phrases and simple sentences</p> <p>S appreciate stories, songs, poems and rhymes in the language</p> <p>T broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>E</p> <p>N</p> <p>G</p>	<p>Be able to identify written versions of the words I hear.</p> <p>Being able to identify the written version of a wider range of the words I hear.</p>	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wide range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>

5. Progression of skills: Writing



National Curriculum strand	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
<p>L i s t e n s i n g</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p> <p>Start to reproduce nouns and determiners/articles from a model.</p> <p>Start to understand that foreign languages can have different structures to English.</p> <p>Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>

To do-

Overview of progression of skills for year 1 –2
per unit, per skill.

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5. Progression of skills -Year 3 & 4 -Cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	I'm learning French (E) & Phonetics 1 (C)	Seasons (E)	Musical Instruments (E)	Fruits or Vegetables (E)	Ice-creams (E)	Little Red Riding Hood
Speaking	Say all vocabulary including some simple rhymes with accurate pronunciation. Say colours and numbers 1-10. Role play on saying how you are and what your name is.	Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	Activities in lessons 1-5. Be able to say "I play..." plus an instrument in foreign language by end of unit.	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.	Learning to always look for cognates first (such as chocolat for chocolate, banane for banana and caramel for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an icecream in French and useful phrases such as 'I would like', 'please' and 'thank you'.	Activities in lessons 1-5. Say words / parts of the story or retell the story in the target language.
Listening	Listen to and recognise all vocabulary in target language without written form. Listen to model role-plays and infer meaning. Numbers listening exercise.	Listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes.	Activities in lessons 1-5. Match sound to instrument sound / picture / word / phrase.	A choice of listening and reading tasks with desk-based activities including word searches, cross-words, gap-fills and word puzzles.	A variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van.	Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures.
Reading	Read all new vocabulary and simple rhymes without hearing first. Match colours to written form. Match written form of numbers to digits.	Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in French.	Activities in lessons 1-5. Match word to instrument picture / word / phrase in English.	A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles.	Activities in lessons 1-5. Differentiated worksheets in lessons.	Read the story and understand meaning. Match picture, word and phrase cards.
Writing	Spell all new language as accurately as possible via tasks in each lesson. Activities lessons 1-5. Create name labels. Worksheets in lesson 5	Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	Activities in lessons 1-5. Differentiated worksheets in lesson 5.	The nouns and determiners/articles for 10 common fruits in French. The language required to ask a question in French and how to answer the question in French (using the positive and negative form).	Activities in lessons 1-5. Differentiated worksheets in lessons.	Activities in lessons 1-5. Differentiated worksheets in lesson 5 including mind-mapping.
Grammar		The nouns and determiners/articles for the four seasons in French. Including the language required so say which is our favourite season and why, using the connectives	Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	Gender based indefinite article/determiner: un and une. Understanding that the plural definite article/determiner is les in French.	Nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on	Definite articles with parts of the body (lessons 4-5).

5. Progression of skills -Year 3 & 4 -Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2	Phonetics 2 (C) & Presenting Myself (I)	Family	Goldilocks	Habitats (I)	The Classroom (I)	My Home (I)
Speaking	Activities in lessons 1-5. Perform role play with name, age, where they live and nationality in lesson 5.	Activities in lessons 1-5. Present orally on your / a family in lesson 5.	Activities in lessons 1-5. Say words / parts of the story to retell the story in the target language.	Activities in lessons 1-5. Present orally on an animal and its habitat in lesson 5 (framework provided).	Activities in lessons 1-5. 'What I have. / don't have.' in my pencil case in lesson 5.	Learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house.
Listening	Activities in lessons 1-5. Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.	Activities in lessons 1-5. Match sounds to picture / word / phrase.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout the unit.	Activities in lessons 1-5. Match sound to picture / word / phrase.	Activities in lessons 1-5. Matching sound to picture / word / phrase in lessons 3-4.	Revisiting and reusing previously learnt language.
Reading	Activities in lessons 1-5. Read role-plays and understand the content.	Activities in lessons 1-5. Longer reading task in lesson 5.	Activities in lessons 1-5. Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5	Activities in lessons 1-5. Match word to picture / sound / phrase.	Activities in lessons 1-5. Match word to picture / sound / phrase.	Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home.
Writing	Activities in lessons 1-5. Lesson 5 contains differentiated numbers worksheets and ID card.	Activities in lessons 1-5. Lesson 5 contains a written presentation based on a / your family.	Create story minibook in lesson 4-5 using picture, word and phrase cards.	Activities in lessons 1-5. Written presentations on an animal and its habitat in lesson 5 (framework provided).	Various tasks in lessons 1-5. 'I have... / I don't have...' worksheets in lesson 3.	A series of gap fills, word puzzles, crosswords, word searches and true/false activities
Grammar	Nationalities and adjectival agreement based on gender.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'		Introduction to the verbs 'to live' and 'to grow'	Gender and indefinite article. Use of the negative when saying 'I do not have...'	Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb HABITER a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.

5. Progression of skills -Year 5 & 6 -Cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 3	Do you have a pet? Phonetics 3 (C)	What is the date? (I)	The weather (I)	The Romans (I)	The Olympics (I)	Clothes (I)
Speaking	Activities in lessons 1-5. Oral class survey / interview on pets in lesson 5.	Activities in lessons 1-5. Say words / parts of the story to retell the story in the target language.	Various activities in lessons 15. Ask and answer what the weather is like today in target language. Present as a weather forecast in	Activities in lessons 1-5. Oral presentation of life as a Roman child in lesson 5.	Activities in lessons 1-5. Oral presentation of ancient and modern Olympic games (lessons 1-2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5).	Activities in lessons 1-5. Say what you wear in different situations in lesson 3.
Listening	Activities in lessons 1-5. Match sound to picture / word / phrase throughout whole unit.	Activities in lessons 1-5. Match sound to picture / word / phrase throughout the unit	Activities in lessons 1-5. Challenging weather listening exercise in lesson 3.	Various activities in lessons 15. Extended listening exercise in lesson 2.	Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.	Activities in lessons 1-5. Challenging clothes and days of the week listening exercise in lesson 5.
Reading	Activities in lessons 1-5. Match words to picture / sound / phrase. Create pet ID card in lesson 5.	Activities in lessons 1-5. Match picture, word and phrase cards. Story reordering worksheet in lessons 4-5.	Various activities in lessons 15. Weather reading exercise in lesson 3.	Variety of activities in lessons 1-5. Story re-ordering exercises in lessons 1 & 2.	Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb 'to do' in conjunction with sports and describing sports as a	Various activities in lessons 1-5. Differentiated reading worksheets in lesson 5.
Writing	Various written tasks in lessons 1-5. Worksheets in lessons 4 and 5. Create pet ID card in lesson 4	Create story minibook in lesson 4-5 using picture, word and phrase cards.	Create weather map and written weather report in lesson 5.	Activities in lessons 1-5. Written diary exercise of life as a Roman child in lesson 5.	Various activities in lessons 1-5. Variety of writing activities (including worksheets) in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a	Various simple tasks in lessons 1-5. Clothes for different occasions exercise in lesson 3.
Grammar	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.	N/A	N/A	I am...' and negative 'I am not...' exercises in lesson 5	The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct	In lesson 4 we present the verb 'to wear' in full (present tense) with consolidation activities also.

5. Progression of skills -Year 5 & 6 -Cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 3	Phonetics 4 (C) & At School (P)	Regular Verbs (P)	The Weekend (P)	World War II (P)	The Vikings (P)	Me in the World (P)
Speaking	Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.	Activities in lessons 1-5	Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.	Activities in lessons 1-5. Present orally on life as an evacuee in lesson 5.	Decoding longer and less familiar language in listening tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit.	Email templates to write about celebrations and religions of other French-speaking countries.
Listening	Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.	Activities in lessons 1-5.	Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.	Activities in lesson 1-5. Extended listening task in lesson 4	Activities in lesson 1-5.	Activities in lesson 1-5.
Reading	Activities in lessons 1-5. Match words to picture / sounds / phrases throughout the unit.	Activities in lessons 1-5.	Various activities in lessons 1-5. Reading exercise in lesson 3.	Activities in lessons 1-5. Story reordering task in lesson 3.	Decoding longer and less familiar language in reading tasks.	Longer, more extended reading and listening tasks.
Writing	Activities in lessons 1-5. Written presentations on school subjects and opinions in lesson 5.	Activities in lessons 1-5. Create a regular verb booklet in lessons 5 & 6.	Activities in lessons 1-5. Written presentations on what they do at the weekend using connectives and time in lesson 5.	Activities in lessons 1-5. Write a letter home on life as an evacuee in the target language in lesson 5.	Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction.	To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world
Grammar	Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4.	Pronouns in lesson 1. Creating verb stem and looking at endings in lesson 2. Regular verb endings in lessons 3-5. Worksheets in lessons 1-5.	Using connectives to create extended and more sophisticated sentences in target language.	Grouping target language nouns, adjectives and verbs in lesson 1. Introduction to past tense using 'I saw...' in lesson 4.	Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. High frequency verbs avoir and être. Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.	Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.

6. Progression of Vocabulary Cycle A and B



See Long term Plan for Cycle A and Cycle B Units and Language Angels website for specific Vocabulary Mats

To access key vocabulary:

<https://www.languageangels.com/schools/>

Core Vocabulary and Phonics Mats

- Teacher Dashboard
- Curriculum Guidance
- Planning
- Core Vocabulary and Phonics Mats


Unit Vocabulary Units


- Teacher Dashboard
- Curriculum Guidance
- Planning
 - Unit Vocabulary Units
 - Early Learning Teaching


Nursery rhymes


Comptines et chansons

sound in:

ch • chien 


ou • pouussins 


oi • froid 


silent letters • chat 

phonics

Lots of key words from the nursery rhymes in French like:

 **un chien**
a dog

 **un chat**
a cat

 **l'autobus**
the bus

vocabulary

French Knowledge Organiser

Core Vocabulary and Phonics

Key knowledge

To know some key French phonics and Pro-nouns

Know and identify the letters in the French alphabet when listening to them.

Know how to pronounce the letters in the French alphabet

Know what a noun is

Know Pro-nouns for I, you, he, she

Know Pro-nouns for we, you all, they

Vocabulary

Je	I
Tu	You
Il	He
Elle	She
Nous	We
Ils Elles	They (masculine) They (Feminine)



L'Alphabet
The alphabet in French with example words

Pronunciation and example:

Aa ah	Bb bay	Cc say	Dd day
Ee euh	Ff eff	Gg jhay	Hh ahsh
Ii ee	Jj jhee	Kk kah	Ll ell
Mm emm	Nn enn	Oo oh	Pp pay
Qq koo	Rr air	Ss ess	Tt tay
Uu ooh	Vv vay	Ww dooble-vay	Xx eeks
Yy ee-grec	Zz zed		



Prior Knowledge–

No prior knowledge needed for this unit

7. Knowledge Mats Year 3 & 4 Cycle A

French Knowledge Organiser J'apprends le français (I'm learning French)

How are you?	I am fine	I am not very well	So, so!
<u>Ca va?</u>	<u>Ca va bien</u>	<u>Ca va mal</u>	<u>Comme ci, comme ça</u>



Key knowledge

To know where France is and use some simple French vocabulary

Know where France, Paris and a few key cities are on a map

Know how to say their name and how they feel

Know how to ask somebody how they feel and what their name is

Know how to count to 10

Know 10 different colours

Comment tu t'appelles?
What is your name?

Je m'appelle Marc.
My name is Marc.



marron

orange

gris

violet



French Knowledge Organiser LES SAISONS (The seasons)

printemps



**mars
avril
mai**

été



**juin
juillet
août**

automne



**septembre
octobre
novembre**

hiver



**décembre
janvier
février**

**MA SAISON
PRÉFÉRÉE**

KEY KNOWLEDGE

Name, recognise and remember all four seasons in French.
Say which is our favourite season in French.
Say why it is our favourite season in French.
Start to recognise and use the conjunctions '**et**' (and) & '**car**' (because) in our spoken and written responses.

ON sound in **saison**

- OU sound in **poussent**
- OI sound in **oiseaux**
- **Silent letters.** We will start to notice that there are lots of silent letters in French. For example, we will see that the letter '**t**' is not pronounced in '**et**', '**est**' and the '**d**' is not pronounced in '**chaud**'. Starting to notice that final consonants are often silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French '**r**' sound as seen in **hiver**, **printemps**, **car** and **préférée**. Beginning to notice that this sound is made from the back of the mouth, not the front.

7. Knowledge Mats Year 3 & 4 Cycle A



Key knowledge

To say what instrument you play in French

Recognise the names of 10 instruments in French

Name 10 instruments in French.

Spell some instrument names in French

Use the correct definite article for the instruments

Use the phrase 'je joue' accurately

Grammar

The definite article 'the' is either:

masculine (**le**)

feminine (**la**).

plural (**les**)

before a vowel or h (l') – not in this unit

The partitive article 'some/any' is either:

masculine (**du**)

feminine (**de la**)

plural (**des**)

before a vowel or h (de l') – not in this unit

French Knowledge Organiser

Les instruments (musical instruments)

I play...

Je joue



la trompette

de la trompette



la clarinette

de la clarinette



la batterie

de la batterie



la guitar

de la guitare



la flûte à bec

de la flûte à bec



la harpe

de la harpe



le piano

du piano



le triangle

du triangle



le violon

du violon



les cymbals

des cymbales



French Knowledge Organiser

LES FRUITS et LES LÉGUMES (fruit and vegetables)

Je voudrais...



L'orange



La fraise



La pastèque



La framboise



L'ananas



Les fruits



Le kiwi



La cerise



La poire



La papaye



Le raisin

OI sound in poire

CH sound in champignon

ON sound in oignon



La tomate



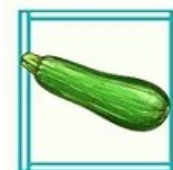
L'oignon



La carotte



Le concombre



La courgette



Les légumes



La betterave



L'aubergine



Le brocoli



Le chou-fleur



Le chou

KEY KNOWLEDGE

Name, recognise and remember up to 10 fruits in French.
Attempt to spell some of these nouns with their correct article/determiner.
Ask somebody in French if they like a particular fruit.
Say what fruits we like and dislike in French.

Name, recognise and recall from memory up to 10 vegetables in French.
Attempt to spell some of these nouns with their plural article/determiner.
Learn and use the high frequency verb **je voudrais** from the verb **vouloir**, to want in French.

7. Knowledge Mats Year 3 & 4 Cycle A



Je voudrais une glace



Cornet de glace

French Knowledge Organiser LES GLACES (Ice-cream)



Pot de glace

Quel parfum?

- au chocolat
- à la vanille
- aux fraises
- aux pistaches
- aux noisettes
- à la menthe
- au citron
- au caramel
- Chocolate
- Vanilla
- Strawberry
- Pistachio
- Nuts
- Mint
- Lemon
- Toffee

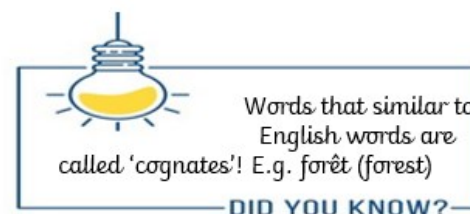
KEY KNOWLEDGE

Name, recognise and remember up to 10 ice-cream flavours in French.
Attempt to spell some of these flavours.
Use the structure '**je voudrais...**' plus an ice-cream flavour.
Say whether we would like a cone or pot and possibly how many scoops.
Learn how to say 'please' and 'thank you' in French.

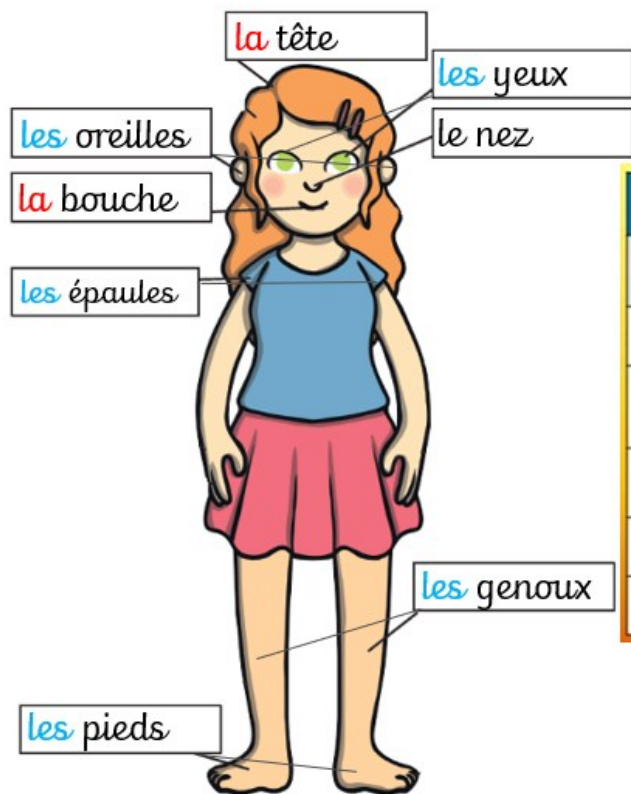


French Knowledge Organiser

Petit Chaperon Rouge (Little Red Riding Hood)



le corps (the body)



Key knowledge

To learn the parts of the body in French via a traditional fairy tale in French

Recognise key body parts in French

Know the names of at least 3 body parts in French

Spell at least 3 body parts in French

Use the correct definite article for the body parts

Listen to and follow the key events in a story

la grand-mère	le loup	le bûcheron	Le Petit Chaperon Rouge
les parents	des gâteaux	la maison	la forêt

7. Knowledge Mats- Year 3 & 4 –Cycle B



French Knowledge Organiser JE ME PRÉSENTE (Presenting Myself)

 comme ci, comme ca	 ça va mal
 ça ne va pas	 bof!
 pas très bien	 je suis fatigué(e)

Quel âge as-tu?

Où habites-tu?



Comment
tu t'appelles?



KEY KNOWLEDGE

Count to 20.

Ask somebody how they are feeling, their age, name and where they live.

Say how we are feeling, how old we are, what our name is and where we live.

Apply rules of adjectival agreement when saying our nationality.

1	un	11	onze
2	deux	12	douze
3	trois	13	treize
4	quatre	14	quatorze
5	cinq	15	quinze
6	six	16	seize
7	sept	17	dix-sept
8	huit	18	dix-huit
9	neuf	19	dix-neuf
10	dix	20	vingt

7. Knowledge Mats- Year 3 & 4 –Cycle B



French Knowledge Organiser *la famille (the family)*

la mère (the mother)	la soeur (the sister)	la grand-mère (the grandmother)	la tante (the aunty)	les parents (the parents)
le père (the father)	le frère (the brother)	le grand-père (the grandfather)	l'oncle (the uncle)	les grands-parents (the grand-parents)

J'ai... (I have)...	un frère. (a brother)	Il s'appelle... (He is called...)
	une soeur. (a sister)	Elle s'appelle... (She is called...)

As-tu un frère?
(Do you have a brother?)

Oui j'ai un frère. (Yes I have one brother)

Et toi?
(And you?)



KEY KNOWLEDGE

Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship.

Count to 70 in French.

Understand possessive adjectives better in French ('my' form only).

dix	10
vingt	20
trente	30
quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingt-dix	90
cent	100

Grammar			
	(the)	(a)	(my)
masculine nouns	le	un	mon
feminine nouns	la	une	ma
plural nouns	les		mes





French Knowledge Organiser

BOUCLE D'OR ET LES TROIS OURS (Goldilocks and the three bears)

Once upon a time lived Goldilocks and
The Three Bears.



Il était une fois une jeune fille qui s'appelait Boucle d'or.

KEY KNOWLEDGE

Listen attentively to a whole familiar fairy tale in French.
Remembering new language using picture, word and phrases cards.
Improve gist reading and gist listening skills.
Attempt to re-tell a familiar fairy tale in French using a mini book for support.



Phonics & Pronunciation we will see:











Recommended phonics focus: I IN IQUE ILLE

- I sound in **petit, lit & il**
- ILLE sound in **fille**



7. Knowledge Mats- Year 3 & 4 –Cycle B

French Knowledge Organiser les habitats (habitats)

le chameau	le lapin	l'ours blanc	le singe araignée	le requin	les cactus	les algues	les grands arbres	les plantes résistantes	les buissons
									

KEY KNOWLEDGE

Say and write the key elements that animals and plants need to survive.

Name the 5 most common types of habitats.

Name an animal and a plant that live and grow in each type of habitat.

	I	you	he	she	we	you all	they (males or mixed gender)	they (feminine only)
pousser (to grow- plants)	je pousse	tu pousses	il pousse	elle pousse	nous poussons	vous poussent	ils poussent	elles poussent
habiter (to live)	j'habite	tu habites	il habite	elle habite	nous habitons	vous habitez	ils habitent	elles habitent

dans
(in)

La forêt tropicale The tropical rain forest	...est un habitat dans... (...is a habitat in...)	l'Amazonie The Amazonia
La prairie The meadow		Le parc national des South Downs The South Downs national park
L'océan The ocean		L'Océan Pacifique The Pacific Ocean
Le désert The desert		Le Sahara The Sahara
L'Arctique The Arctic		Le Groenland The Greenland

Qu'est-ce que c'est un habitat?
(What is a habitat?)

Les animaux et les plantes ont besoin...
(The animals and the plants need...)

d'un abri



d'air



d'eau



de soleil



de nourriture



7. Knowledge Mats- Year 3 & 4 –Cycle B



Les matières

School subjects

French Knowledge Organiser – L'École (In class)

J'étudie...

I study...

Quelle est ta matière préférée?

What is your favourite subject?

Ma matière préférée c'est...

My favourite subject is...

Est-ce que tu aimes...?
(Do you like...?)

Oui, j'aime...

Oui, j'adore...

Non, je n'aime pas...

Non, je déteste...

L'informatique	L'histoire	L'anglais	Le dessin	Le français	Le sport	La géographie	La musique	Les maths	Les sciences

..parce que...	...car...	...c'est...	amusant	utile	intéressant	facile	ennuyeux	difficult	inutile
...becausebecauseit is ...	fun	useful	interesting	easy	boring	difficult	pointless

le lundi	on Mondays
la dimanche	on Sundays
(see Year 1 knowledge organiser for the days of the week)	

Quelle heure est-il? (What time is it?)

à onze heure.	at eleven o'clock.
à douze heure.	at twelve o'clock.
minuit	midnight
midi	midday
(see Year 1 knowledge organiser for numbers 1-10)	

Grammar

In French, when one word ends with a vowel and the next one starts with a vowel, the first word loses the vowel and is replaced with an apostrophe
Je + étudie → J'étudie

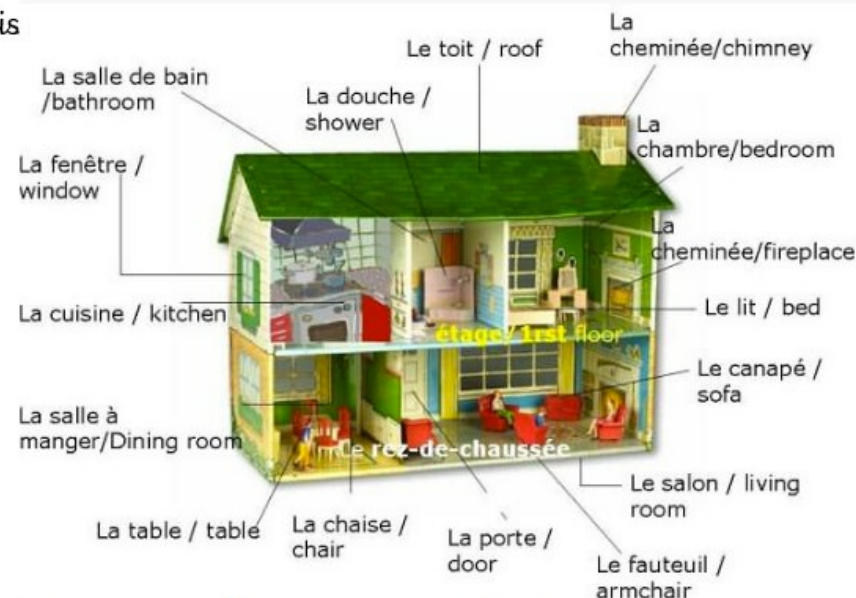
After 'c'est' (it is) the adjectives will remain in masculine, singular form.
Liaison: the 't' in 'c'est' is only pronounced when the next word is a vowel.

All the days of the week are masculine (use 'le') except from Sunday (use 'la').

7. Knowledge Mats- Year 3 & 4 –Cycle B



French Knowledge Organiser CHEZ MOI (Home)



Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- E sound in **appartement**
- EAU sound in **bureau**



KEY KNOWLEDGE

Say and write in French whether we live in a house or an apartment.
Say what room we have and do not have at home using the key structure
chez moi il y a... and **chez moi il n'y a pas de/d'...**
Use the connective/conjunction **et** to link two sentences together.



7. Knowledge Mats- Year 5 & 6 –Cycle A

French Knowledge Organiser *As-tu un animal? (Do you have a pet?)*

I have...

J'ai...

I do not have...









Je n'ai pas de...
(masculine or feminine)

Je n'ai pas d'... (if the next word starts with a vowel and some cases the letter h)



A goldfish for French people is called a red fish?

DID YOU KNOW?

			
un chien	un chat	un lapin	un oiseau
			
un hamster	un poisson rouge	une tortue	une souris

Grammar

Conjunctions:
'and' = 'et'

'but' = 'mais'

..that is called...

.. qui s'appelle
...

KEY KNOWLEDGE

Know the nouns and indefinite articles for 8 common pets.
Ask somebody if they have a pet and give an answer back.
Say in French what pet we have/do not have and give our pet's name.
Start to use the simple connectives **et** (and) and **mais** (but) to make more complex and interesting sentences.

7. Knowledge Mats- Year 5 & 6 –Cycle A



Quelle est la date de ton anniversaire?

French Knowledge Organiser LA DATE (Date)

Quelle est la date ?

Jours de la semaine

dimanche

lundi

mardi

mercredi

jeudi

vendredi

samedi

0	zéro	16	seize
1	un	17	dix-sept
2	deux	18	dix-huit
3	trois	19	dix-neuf
4	quatre	20	vingt
5	cinq	21	vingt et un
6	six	22	vingt-deux
7	sept	23	vingt-trois
8	huit	24	vingt-quatre
9	neuf	25	vingt-cinq
10	dix	26	vingt-six
11	onze	27	vingt-sept
12	douze	28	vingt-huit
13	treize	29	vingt-neuf
14	quatorze	30	trente
15	quinze	31	trente et un

January janvier	May mai	September septembre
February février	June juin	October octobre
March mars	July juillet	November novembre
April avril	August août	December décembre



Recommended phonics focus: É E È EAU EUX

- É sound in février & décembre
- E sound in septembre & novembere
- EUX sound in deux.
- Silent letters. You will hear and see that the 't' is not pronounced in 'est' and 'juillet'.



KEY KNOWLEDGE

Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French.

Ask and answer what the date is in French.

Ask and answer the question 'when is your birthday?' in French.



7. Knowledge Mats- Year 5 & 6 –Cycle A

French Knowledge Organiser QUEL TEMPS FAIT-IL? (Weather)



QUEL TEMPS FAIT-IL?
(what is the weather like?)

KEY KNOWLEDGE

Recognise and recall the 9 weather expressions in French from memory.
Ask what the weather is today and give a reply in French.
Describe the weather in France, in French using a weather map with symbols.

Il fait beau	Il y a des nuages	Il pleut	Il neige
Il y a du brouillard	Il y a du vent	Il y a des éclairs	On écoute le tonnerre
Le ciel est très couvert. Un orage va éclater	Il y a un bel arc-en-ciel	Il fait très chaud	Il fait très froid

7. Knowledge Mats- Year 5 & 6 –Cycle A



TRUE

vrai

French Knowledge Organiser **les Romains (The Romans)**



FALSE

faux

Romulus	Remus	le dieu	la déesse	la légende	les jumeaux (twins)	une louve	un berger	sa femme	Rome
				The legend					

l'Empire Romain	The Roman Empire
La Royauté	Monarchy
Tarquin le Superbe	Tarquin the Proud
La République	Republic
Les sénateurs	The senators
Les plébéiens	The plebeians
Des esclaves	Slaves
Jules César	Julius Caesar
l'Empire	Empire
l'empereur	an emperor
Augustus	Augustus
Romulus Augustule	Romulus Augustule

La Mythologie Romaine (Roman Mythology)

God	Day Of Week	Symbolises
Diane (Diana)	lundi (Monday)	Goddess of the moon & hunting
Mars (Mars)	mardi (Tuesday)	God of war & son of Jupiter
Mercur (Mercury)	mercredi (Wednesday)	God of business & trade
Jupiter (Jupiter)	jeudi (Thursday)	God of gods, sky and light
Vénus (Venus)	vendredi (Friday)	Goddess of love
Saturne (Saturn)	samedi (Saturday)	God of time
Apollon (Apollo)	dimanche (Sunday)	God of the sun

Je suis riche. (I am rich)	Je ne suis pas riche. (I am not rich)
Je suis pauvre. (I am poor)	Je ne suis pas pauvre. (I am not poor)
Je porte une toge. (I wear a toga)	Je ne porte pas de toge. (I do not wear a toga)
Je porte une tunique. (I wear a tunic)	Je ne porte pas de tunique. (I do not wear a tunic)
Je mange de la viande. (I eat meat)	Je ne mange pas de viande. (I do not eat meat)
Je mange de la bouillie. (I eat broth)	Je ne mange pas de bouillie. (I do not eat broth)
Je vais à l'école. (I go to school)	Je ne vais pas à l'école (I do not go to school)
Je travaille. (I work)	Je ne travaille pas. (I do not work)

les grandes inventions	les thermes romains	le chauffage central	les aqueducs	les routes romaines	les ponts romains	la sculpture romaine	la mosaïque	la numération romaine	le Latin
the great inventions								X V II	

7. Knowledge Mats- Year 5 & 6 –Cycle A

French Knowledge Organiser LES JEUX OLYMPIQUES (The Olympics)



KEY KNOWLEDGE

Understand the key facts of the ancient and modern Olympics recounted in French.

Learn 10 nouns and articles for common Olympic sports.

Explore the full present tense conjugation of the high frequency verb **FAIRE**.

Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

Recommended phonics focus: QU Ç GNE EN AN

- QU sound in olympiques & antique
- Ç sound in français
- EN sound in commence, pendant & argent
- AN sound in antique, pendant & grands



- | | |
|---------------------------------|--------------------------------------|
| • LE FOOT – SOCCER | • LA PLONGÉE – DIVING |
| • LE BASKET – BASKETBALL | • LA BOXE – BOXING |
| • LE RUGBY – RUGBY | • LE BASE-BALL – BASEBALL |
| • LE TENNIS – TENNIS | • LE VOLLEY – VOLLEYBALL |
| • LE GOLF – GOLF | • LA NATATION – SWIMMING |
| • LE SKI – SKIING | • LA COURSE – RUNNING |
| • LE CYCLISME – BIKING | • LA GYMNASTIQUE – GYMNASTICS |
| • LA VOILE – SAILING | • LA LUTTE – WRESTLING |
| • LE SURF – SURFING | • LE PATINAGE – ICE SKATING |

7. Knowledge Mats- Year 5 & 6 –Cycle A

French Knowledge Organiser les vêtements (clothes)

At school...

À l'école...

When it is cold...

Quand il neige...

When the weather is good...

Quand il fait beau...

When I am on holiday...

Quand je suis en vacances...
















...I wear...

...je porte...

Grammar

The word 'trouser' in French is singular
Some is used for 'a pair of' = 'des'

When describing the colour of clothing, if the clothing is feminine, add an 'e' to the end of the colour (if it doesn't already end in an 'e')

				
un pantalon (a pair of trousers)	un pull (a jumper)	un manteaux (a coat)	un short (a pair of shorts)	un tee shirt (a t-shirt)
				
une chemise (a shirt)	une robe (a dress)	une casquette (a cap)	une cravat (a tie)	une jupe (a skirt)
				 <p>You say the colour after the clothing in French, e.g. Je porte un tee shirt <u>orange</u>.</p> <p>DID YOU KNOW?</p>
une écharpe (a scarf)	des gants (a pair of gloves)	des chaussures (a pair of shoes)	des lunettes (a pair of glasses)	

We will be introduced to 21 different items of clothing, but these are some main items to learn.

7. Knowledge Mats- Year 5 & 6 –Cycle B



French Knowledge Organiser L'école - (School)

THING TO WATCH	THE	A/AN
MASCULINE SINGULAR	LE	UN
FEMININE SINGULAR	LA	UNE
MASCULINE PLURAL	LES	DES
FEMININE PLURAL	LES	DES

Key Vocabulary - Classroom Instructions

asseyez-vous sit down 	levez-vous stand up 	rangez vos chaises put your chairs under 	taisez-vous be quiet 	écoutez listen
regardez look 	allez-y off you go 	venez au tapis come to the carpet 	répétez repeat 	rangez vos affaires tidy up your things

Key Vocabulary - Actions

tapez des mains clap 	prenez take 	posez put down 	sautez jump 	courez run
levez la main put your hand up 	touchez le nez touch your nose 	tapez des pieds stamp your feet 	croisez les bras cross your arms 	marchez walk/step

KEY KNOWLEDGE

Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.

Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.

Learn how to use the negative in French.

Describe what we have and do not have in our pencil case/rucksack.

7. Knowledge Mats- Year 5 & 6 –Cycle B



Jouer (to play)

Je joue

Tu joues

Il joue

Elle joue

On joue

Nous jouons

Vous jouez

Ils jouent

Elles jouent

Faire (to do)

Je fais

Tu fais

Il fait

Elle fait

On fait

Nous faisons

Vous faites

Ils font

Elles font

French Knowledge Organiser LES VERBES RÉGULIERS - (verbs)

Finir

(To finish)

je finis nous finissons

tu finis vous finissez

il/elle finit ils/elles finissent

PASSÉ COMPOSÉ PARTICIPE PRÉSENT

avoir fini finissant

Vendre

(To sell)

je vends nous vendons

tu vends vous vendez

il/elle vend ils/elles vendent

PASSÉ COMPOSÉ PARTICIPE PRÉSENT

avoir vendu vendant

JOUER
FINIR
VENDRE

KEY KNOWLEDGE









Understand better what personal/subject pronouns are.

Understand better the concept of verb stems and endings.

Conjugate easily and with clear understanding regular -er verbs like **JOUER**.

Conjugate easily and with clear understanding regular -ir verbs like **FINIR**.

Conjugate easily and with clear understanding regular -re verbs like **VENDRE**.

	je		nous
	tu		vous
	il		ils
	elle		elles

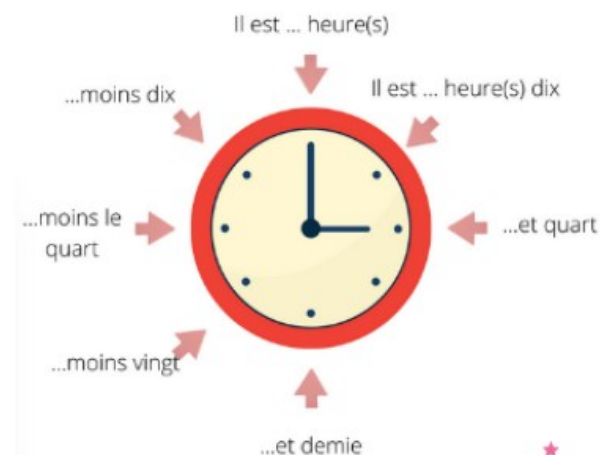
7. Knowledge Mats- Year 5 & 6 –Cycle B

French Knowledge Organiser LE WEEK-END- (The weekend)



Qu'est-ce que tu vas faire?

vendredi soir			
samedi matin			
samedi après-midi			



KEY KNOWLEDGE

Tell the time in French using quarter past, half past and quarter to.
Say and write in French what we do at the weekend using two or more sentences.
Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

QU sound in **quelle, informatique & musique**
AN sound in **bandes, amusant, intéressant & fatigant**
EN sound in **prends & finalement**

7. Knowledge Mats- Year 5 & 6 –Cycle B



French Knowledge Organiser La Seconde Guerre Mondiale (World War II)

L'Angleterre (England)	L'Italie (Italy)	L'Allemagne (Germany)	La France (France)	La Pologne (Poland)	La Tchécoslovaquie (Czechoslovakia)	Les États-Unis (The United States [of America])
End _____ on parle... (In _____ we speak...)						Aux États-Unis on parle.. (In the US, we speak..)
Anglaise (English)	Italienne (Italian)	Allemande (German)	Française (French)	Polonaise (Polish)	Tchèque (Czechoslovakian)	
Cher papa (Dear dad)	Chère maman (Dear mum)	Cheers parents (Dear parents)				
Je suis à la campagne (I am in the country's side)	Je suis en ville (I am in the city)					
À la campagne c'est... (In the country's side it is...)	En ville c'est.. (In the city it is...)					
Grosses buses (lots of love)	A bientôt (see you soon)					
			amusant	in	J'ai vu... (I saw...)	
			calmé	film		
			sans danger	vie	evacuée	des bombes
			triste	ad		
			convivial	friendly	des soldats	
			sombre	gloomy	des abris	des avions
			sain	healthy		
			difficile	difficult	des masques à gaz (some gas masks)	
			dangerous	dangerous		
			neume	full of smoke		

Grammar

'and' = 'et'

'but' = 'mais'

'because' = 'parce
que'

'also' = 'aussi'

7. Knowledge Mats- Year 5 & 6 –Cycle B



les yeux verts



les yeux marron



les yeux bleus

French Knowledge Organiser LES VIKINGS (Vikings)



grand



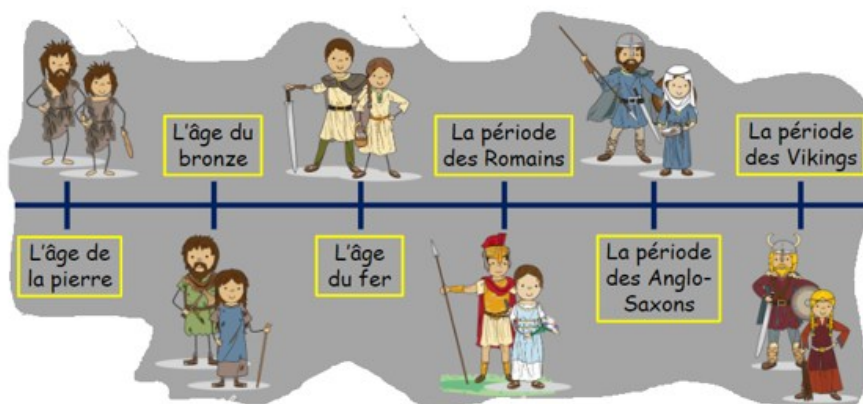
grande



petit



petite



je me lève



je fais



je pêche



je prie



je mange



je tisse



je pille



je parle



j'explore



je combats



je me couche

KEY KNOWLEDGE

Name the six key periods of ancient Britain in French.

Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.

Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.

Ç sound in **garçon** & **français**

EN sound in **intelligent**, **violent** & **excellent**


AN sound in **grand** & **terrifiant**.

7. Knowledge Mats- Year 5 & 6 –Cycle B




French Knowledge Organiser JE ME PRÉSENTE (Me in the world)






J'habite à Paris

Use the preposition **à** when talking about a village, a city or a place.




J'habite en France

Use the preposition **EN** when talking about a feminine country that ends with the letter E



J'habite au Canada

Use **AU** when talking about a masculine singular country



J'habite aux Etats-Unis

Use **AUX** when talking about a masculine plural country

KEY KNOWLEDGE

Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.

Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.

Say and write something we do to help the planet.

QU sound in **quel, qu'est-ce que, quelle & plastique**

Ç sound in **ça & français**

GNE sound in **montagnes**

EN sound in **commence, Valentin & environnement**

AN sound in **dans, Merwan, Canada & franc**

8. Key Progress Indicators

LANGUAGES – Year 1 and Year 2			
Listening and Responding	Speaking	Reading and Responding	Writing
<p>-Do they actively participate in traditional short stories & fairy tales?</p> <p>Do they appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear?</p>	<p>-Can they learn to repeat and reproduce the language I hear with accurate pronunciation?</p> <p>Can they learn to articulate key words introduced in the lesson and understand their meaning?</p>	<p>Are they able to identify written versions of the words I hear?</p> <p>Are they able to identify the written version of a wider range of the words I hear?</p>	<p>Have they consolidated letter formation skills by copying words in the foreign language from a model?</p> <p>Have they started to reproduce nouns and determiners/articles from a model?</p> <p>Have they started to understand that foreign languages can have different structures to English.</p> <p>Have they started to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.</p>

8. Key Progress Indicators

LANGUAGES – Year 3 and Year 4			
Listening and Responding	Speaking	Reading and Responding	Writing
<p>-Do they understand short passages made up of familiar language?</p> <p>-Do they understand instructions, messages and dialogues within short passages?</p> <p>-Can they identify and note the main points and give a personal response on a passage?</p> <p>Spoken at near normal speed with no interference. May need short sections repeated.</p>	<p>-Can they have a short conversation where they are saying 2-3 things?</p> <p>-Can they use short phrases to give a personal response?</p> <p>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements</p>	<p>Can they read and understand short texts using familiar language?</p> <p>-Can they identify and note the main points and give a personal response?</p> <p>-Can they read independently?</p> <p>-Can they use a bilingual dictionary or glossary to look up new words?</p>	<p>-Can they write 2-3 short sentences on a familiar topic?</p> <p>-Can they say what they like and dislike about a familiar topic?</p> <p>-They write short phrases from memory and their spelling is readily understandable.</p>

8. Key Progress Indicators

LANGUAGES – Year 5 and Year 6			
Listening and Responding	Speaking	Reading and Responding	Writing
<p>-Do they understand longer passages made up of familiar language in simple sentences?</p> <p>-Can they identify the main points and some details?</p> <p>Spoken at near normal speed with no interference. May need some items to be repeated</p>	<p>-Can they hold a simple conversation with at least 3-4 exchanges?</p> <p>-Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p>Their pronunciation is generally accurate and they show some consistency in their intonation.</p>	<p>-Can they understand a short story or factual text and note some of the main points?</p> <p>-Can they use context to work out unfamiliar words?</p>	<p>-Can they write a paragraph of about 3-4 simple sentences?</p> <p>-Can they adapt and substitute individual words and set phrases?</p> <p>-Can they use dictionary or glossary to check words they have learnt?</p> <p>They will draw largely on memorised language.</p>