

Article 31: All Children have the right to play, relax and take part in cultural and artistic activities.
 Article 29: Children have the right to develop their talents and abilities to the full. Children should be taught to understand their own rights and to respect other people's rights, cultures and differences.
 Article 28: All children have the right to an education.
 Article 13: All children have the right to seek and receive information from different media.

MFL Curriculum Overview - KS2 French

The sequencing of units aims to develop children's understanding, across the Key Stage, of spoken French, of the skills of listening and responding, reading, writing and developing an awareness of French phonemes and wider grammatical knowledge. Throughout the Key Stage, ongoing learning opportunities are provided for children to practise their language-learning skills in a variety of school day contexts. Our French Reading Ambassador embeds learning through the use of stories, songs and rhymes. Learning is sequenced so that children can rehearse vocabulary that they have learnt in a range of contexts. A combination of the target language being taught alongside ongoing daily learning opportunities, means that vocabulary teaching is recursive, thereby providing important opportunities for rehearsal and reinforcement. Learning also enhances children's global awareness, which reflects our school's commitment to fostering curiosity, deeper cultural understanding and the opening up of opportunities, equipping them for the world of work not only locally, but globally too.

<p>Year 3 Ongoing Learning opportunities.</p>	<p>Greeting children on a morning/afternoon/around school. Taking the register in French – starting with Bonjour. Ça-va bien/mal/ comme-çi comme-ça Counting up to 10 when standing in a line/ counting out items for PE/ during warm-ups in PE. Recognise colours in French when doing art/recall when lining up. Practise saying the days of the week when English is written on the board. Simple instructions to be given in French.</p>			
<p>Year 3 NC REF</p>	<p>National Curriculum POS for languages runs throughout KS2 Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			
<p>Year 3 Niveau bleu – Module 1 Autumn 1</p>	<p>Topic specific Intent</p> <p>Leçon 1 – learn how to greet your teacher and other adults - learn how to greet a friend - learn how to say good-bye</p> <p>Leçon 2 -learn how to ask someone for his or her name and be able to tell them your name - learn that consonants are silent on the end of words - find out what a noun and a proper noun are</p> <p>Leçon 3 - be able to locate Paris on the map - be able to spell <i>Paris</i> - understand and respond to some classroom instructions</p> <p>Leçon 4 - be able to ask how something is spelt - find out about a French sound - the phoneme [y] - and be able to identify it when you hear it, and when you see its grapheme 'u' - understand and respond to some more classroom instructions</p> <p>Leçon 5 - learn how to say the numbers 1, 2 and 3 - find out about a French sound - the phoneme [ɛ] - and be able to identify it when hear it, and when you see some of its matching graphemes - be able to identify France on a map of Europe - find out about some of Paris landmarks and learn how to name them</p>	<p><i>Vocabulary:</i></p> <p>Greetings and forms of address Bonjour ! <i>Hello</i> Au revoir ! <i>Good-bye</i> monsieur (<i>to a man</i>) / madame (<i>to a woman</i>) / Nounours <i>Teddy</i> / les enfants <i>children</i></p> <p>Question and answer Comment tu t'appelles ? <i>What is your name?</i> Je m'appelle.... <i>My name is...</i></p> <p>Numbers 1 un, 2 deux, 3 trois</p> <p><i>Grammar and Pronunciation:</i></p> <p>Grammar and Pronunciation</p> <p>ⓐ Pronunciation Point – silent final consonant When a French word ends with a consonant, it is almost always silent, e.g. the 's' in <i>Paris</i>.</p> <p>ⓑ Pronunciation Point – the phoneme [y] or /u/ The phoneme [y] does not exist in standard English. It is the sound made by the alphabet letter 'u', and can be heard in the question <i>Comment tu t'appelles ?</i></p>	<p>Proper Nouns la France. Paris. la Tour Eiffel - <i>the Eiffel Tower</i>, l'Arc de Triomphe – <i>the Arc de Triomphe</i> le Louvre – <i>the Louvre Museum</i> la Tour Montparnasse - <i>the Montparnasse Tower</i>.</p> <p>Spelling skills Comment ça s'écrit ? <i>How is that spelt?</i> P majuscule – a – r – i – s N majuscule – o – u – n – o – u – r – s</p> <p>ⓐ Pronunciation Point – the phoneme [ɛ] as in un. The phoneme [ɛ] is a nasal vowel, which is very common in French but does not exist in English. It is important to aim for accurate pronunciation of this phoneme. The letters 'un' here form a digraph, so the 'n' should not be sounded out.</p>	<p>Classroom instructions Écoutez ! <i>Listen!</i> Regardez ! <i>Look!</i> Taisez-vous ! <i>Be quiet!</i> Croisez les bras ! <i>Fold your arms!</i> Asseyez-vous ! <i>Sit down!</i> Levez-vous ! <i>Stand up!</i> Asseyez-vous correctement ! <i>Sit up straight!</i> Levez le doigt ! <i>Put your hand up!</i></p> <p>ⓐ Grammar Point – nouns Nouns are types of words that can name people, places or things. The nouns <i>Paris</i> and <i>la France</i> are names of places. The noun <i>Nounours</i> is the name of the toy that helps us to learn French</p> <p>ⓑ Grammar Point – capital letters <i>Paris</i> and <i>la France</i> are spelt with capital letters. Place names are given a capital letter in both English and French. <i>Nounours</i> is spelt with a capital letter. Personal names are given a capital letter in both English and French</p>
<p>Year 3 Niveau bleu – Module 2 Autumn 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 6 - learn how to name the UK, Great-Britain and the four countries in the UK - be able to identify those countries on a map - find out more about nouns and proper nouns</p> <p>Leçon 7</p>	<p><i>Vocabulary:</i></p>		

	<p>- learn how to say the numbers 4, 5 and 6</p> <p>- be able to spell the names of countries in the UK</p> <p>- get acquainted with a bilingual dictionary</p> <p>- learn how to sort out words alphabetically by their first letter</p> <p>Leçon 8</p> <p>- learn how to say the number 0 and be able to identify the numbers 0 to 6 when you hear them</p> <p>- learn how to name the capital cities in the UK</p> <p>- be able to work out in which order these words can be found in a dictionary</p> <p>Leçon 9</p> <p>- be able to say what something is using <i>C'est</i> + noun. (It is/this is + noun.)</p> <p>- be able to understand and answer questions about capital cities using <i>Quelle est la capitale de...</i> (What is the capital of...?) and <i>C'est</i> + noun.</p> <p>Leçon 10</p> <p>- be able to use the response words <i>Oui</i> (Yes) and <i>Non</i> (No)</p> <p>- be able to understand questions using <i>C'est</i> + noun?</p> <p>- understand the importance of intonation</p> <p>- be able to answer questions using <i>Oui</i> or <i>Non</i>, coupled with <i>c'est</i> + noun.</p>		<p>Nouns</p> <p>le Royaume-Uni <i>the UK</i></p> <p>la Grande Bretagne <i>GB</i></p> <p>l'Angleterre <i>England</i></p> <p>l'Écosse <i>Scotland</i></p> <p>l'Irlande du Nord <i>Northern Ireland</i></p> <p>le Pays de Galles <i>Wales</i></p> <p>Belfast, Cardiff, Édimbourg, Londres.</p>	<p>Question and answer</p> <p>Quelle est la capitale de...?</p> <p>What is the capital of... ?</p> <p><i>C'est</i> + noun.</p> <p><i>It's...</i></p> <p><i>C'est</i> + noun ?</p> <p><i>Is it... ?</i></p>	<p>Response words</p> <p><i>oui yes</i></p> <p><i>non no</i></p> <p>Numbers</p> <p>0 zéro, 4 quatre, 5 cinq, 6 six.</p> <p>Grammar and Pronunciation:</p> <p>Grammar and Pronunciation</p> <p>1 Pronunciation Point – silent final consonant</p> <p>When a French word ends with a consonant, it is almost always silent, e.g. the [d] in <i>l'Irlande du Nord</i> and the [s] in <i>le Pays de Galles</i>.</p> <p>2 Grammar Point – sentence opener</p> <p><i>C'est</i> can mean <i>It is</i> or <i>This is</i>. It can be used as a sentence opener when talking about people, places or things.</p> <p>3 Grammar Point – using <i>C'est</i> to open a statement or a question</p> <p><i>C'est</i> can mean <i>Is it?</i> or <i>Is this?</i></p> <p>Tone of voice is used to make this sound like a question.</p> <p>1 Language Learning Point – using a bilingual dictionary.</p> <p>A bilingual dictionary contains equivalent words in two languages. Headwords are listed in alphabetical order.</p> <p>1 Grammar Point – proper nouns</p> <p>Nouns are types of words that can name people, places or things. The nouns <i>Belfast, Cardiff, Édimbourg</i> and <i>Londres</i> are names of places. A proper noun is a name given to individual people or places.</p> <p>1 Grammar Point – nouns</p> <p>Nouns are types of words that can name people, places or things. The nouns <i>le Royaume-Uni, la Grande Bretagne, l'Angleterre, l'Écosse, l'Irlande du Nord</i> and <i>le Pays de Galles</i> are place names.</p> <p>1 Grammar Point – capital letters</p> <p>The names of towns and countries are given a capital letter in both English and French. The first word of a sentence is given a capital letter in both English and French.</p>
<p>Year 3</p> <p>Niveau bleu – Module 3</p> <p>Spring 1</p>	<p>Topic Specific Intent:</p> <p>Leçon 11</p> <p>- find out what a conjunction is</p> <p>- learn how to use the conjunction <i>ou</i> (<i>or</i>) to link two words together</p> <p>- be able to understand and ask questions using <i>C'est</i> + noun? (<i>Is this</i> + noun?), coupled with the conjunction <i>ou</i></p> <p>Leçon 12</p> <p>- understand and respond to some more classroom instructions</p> <p>- find out about new Paris landmarks and learn how to name them</p> <p>- find out about vowels and consonants in French, English and Welsh</p> <p>- find out about the ligature 'œ' and be able to identify it when you see and hear it</p> <p>Leçon 13</p> <p>- find out about strategies to develop accurate pronunciation</p> <p>- find out about strategies to memorise vocabulary</p> <p>- learn how to give a number label in written and spoken form</p> <p>- be able to ask questions in pairs using number labels and answer those questions correctly using <i>Oui</i> or <i>Non</i></p> <p>Leçon 14</p> <p>- learn how to say the numbers 7, 8, 9 and 10</p> <p>- be able to ask and answer questions in pairs using number labels, <i>C'est</i> and the conjunction <i>ou</i></p> <p>Leçon 15</p> <p>- check your knowledge of numbers 0 to 10</p> <p>- check your knowledge of Paris monuments</p> <p>- check your ability to ask questions, combining the use of <i>C'est</i>, the conjunction <i>ou</i>, some proper nouns and the right intonation</p>	<p>Vocabulary:</p> <p>Greetings and forms of address</p> <p>Bonne année! <i>Happy New Year!</i></p> <p>Conjunction</p> <p><i>ou or</i></p> <p>Question and answer</p> <p><i>C'est...ou... ? Is it...or... ?</i></p> <p><i>C'est... It's...</i></p> <p>Grammar and Pronunciation:</p> <p>1 Grammar Point – a conjunction</p> <p>A conjunction can be used to link two words or phrases together. The French conjunction <i>ou</i> means the same as the English conjunction <i>or</i>, and is used in the same way.</p> <p>1 Grammar Point – capital letters in the name of a monument or landmark</p> <p>In English and French, it is usual to capitalise the nouns, adjectives and verbs in the name, e.g. <i>the Eiffel Tower, la Tour Eiffel</i>.</p>	<p>Proper Nouns</p> <p>la statue de la Liberté <i>the Statue of Liberty</i></p> <p>le Sacré-Cœur <i>the Basilica of the Sacred Heart</i></p> <p>Spelling skills</p> <p>voyelle <i>vowel</i></p> <p>consonne <i>consonant</i></p> <p>Numbers</p> <p>7 sept, 8 huit, 9 neuf, 10 dix</p> <p>Grammar and Pronunciation:</p> <p>1 Grammar Point – the ligature œ as in Sacré-Cœur.</p> <p>The ligature 'œ' is known as "o e stuck together". It occurs in French words such as <i>cœur</i> (heart), <i>sœur</i> (sister), <i>œuf</i> (egg), <i>œuvre</i> (work) and <i>œil</i> (eye).</p> <p>Ligatures used to be included in English words such as <i>phœnix, foetus</i> and <i>œdema</i>, but their use has fallen out of favour and they are rarely seen in current written English.</p> <p>1 Grammar Point – a shared word. The abbreviation <i>no.</i> is used as a number label in both English and French (e.g. <i>No. 1</i>). Its origin is the Latin word <i>numero</i>.</p>	<p>Classroom instructions</p> <p>Sautez ! <i>Jump!</i></p> <p>Courez ! <i>Run!</i></p> <p>Marchez ! <i>Walk!</i></p> <p>Marchez sur la pointe des pieds ! <i>Walk on tip-toe!</i></p> <p>Written Abbreviation</p> <p><i>no.</i> a written abbreviation, meaning "number", used in both French and English. Of Latin origin.</p> <p>1 Language Learning Skills – developing accurate pronunciation. Listen carefully to the person who is speaking and try to copy their pronunciation</p> <p>1 Language Learning Skills – memorising vocabulary. When memorising new words, try saying them ten times under your breath.</p> <p>1 Language Learning Skills – practise with a partner. Practising with a partner can help you to remember new words.</p>	
<p>Year 3</p> <p>Niveau bleu – Module 4</p> <p>Spring 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 16</p> <p>- find out about new Paris landmarks and learn how to name them</p> <p>- find out what an adverb and a verb are and how they are used to construct sentences</p>	<p>Vocabulary:</p>			

	<p>- learn how to use the adverbial phrase <i>à Paris,... (in Paris,...)</i> + the verb <i>il y a (there is/there are)</i> to talk about what there is in Paris</p> <p>Leçon 17 - be able to use a template to create spoken sentences about what landmarks there are in Paris - find out about new Paris landmarks and learn how to name them</p> <p>Leçon 18 - learn how to say the numbers 11 and 12</p> <p>- learn about the conjunction <i>et (and)</i> and how it is used to link two words together - be able to follow a speaking frame to form sentences describing two things that there are in Paris, using <i>A Paris, il y a ... et ...</i></p> <p>Leçon 19 - learn about the use of a comma in combination with the conjunction <i>et</i> to link more than two words together - be able to form sentences to talk about more than two things that there are in Paris, using an adverbial opener, a verb, at least three nouns and a conjunction</p> <p>Leçon 20 - learn about the adverb <i>aussi (also)</i> and how it is used in a sentence - check your ability to create sentences using adverbs, a verb, nouns and a conjunction</p>	<p>Adverbial <i>À Paris In Paris</i></p> <p>Adverb <i>aussi also</i></p> <p>Verb <i>il y a there is, there are</i></p> <p>Numbers 11 onze, 12 douze</p> <p>Grammar and Pronunciation:</p>	<p>Proper Nouns les Bouquinistes <i>the booksellers by the River Seine</i> le Canal Saint-Martin <i>St. Martin's Canal</i> la Seine <i>the River Seine</i> l'Opéra <i>the Opera</i> le Musée du Quai Branly <i>the Quai Branly Museum</i> le Centre Pompidou <i>the Pompidou Centre</i></p> <p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – an adverb An adverb is a word or phrase that tells us more about the time, place or manner of the action described in the rest of the sentence. (It tells us more about the verb).</p> <p>🕒 Grammar Point – a verb A verb can express an action or a state of being in a sentence</p> <p>🕒 Grammar Point – fronted adverbials When an adverbial phrase is used as a sentence opener, it must be followed by a comma (in both French and English).</p> <p>🕒 Grammar Point – intonation Intonation describes how we can use our voice to help convey meaning in a sentence, and can highlight aspects of grammatical structure.</p> <p>🕒 Grammar Point – using punctuation (comma) In written sentences a comma is used to separate words in a series, and to represent intonation present in spoken language.</p> <p>🕒 Language Learning Skills – memorising vocabulary. When memorising new words or sentences, try gradually removing the text and recalling it with the aid of images.</p> <p>🕒 Language Learning Skills – practise with a partner. Practising with a partner can help you to remember new words.</p>
<p>Year 3 Niveau bleu – Module 5 Summer 1</p>	<p>Topic Specific Intent:</p> <p>Leçon 21 - learn how to ask someone how old they are - learn how to say how old you are - find out about the circumflex accent</p> <p>Leçon 22 - learn how to ask someone where they live - learn how to say where you live - be able to use a speaking frame to ask and answer a variety of questions (name, age, where you live, capital cities)</p> <p>Leçon 23 - find out about Belfast landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Belfast</p> <p>Leçon 24 - find out about Cardiff landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Cardiff - find out more about the use of the circumflex accent</p> <p>Leçon 25 - find out about Edinburgh landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in Edinburgh</p>	<p>Vocabulary:</p> <p>Question and answer Tu as quel âge? <i>How old are you?</i> J'ai...ans. <i>I am ... years old.</i></p> <p>Question and answer Tu habites où ? <i>Where do you live?</i> J'habite... <i>I live...</i></p> <p>Adverbials (prepositional phrases) <i>en</i> Angleterre <i>in England</i> <i>en</i> Écosse <i>in Scotland</i> <i>en</i> France <i>in France</i> <i>en</i> Irlande du Nord <i>in Northern Ireland</i> <i>au</i> Pays de Galles <i>in Wales</i></p> <p>Grammar and Pronunciation:</p> <p>🕒 Grammar Point – talking about age In English we say <i>How old are you?</i> <i>I am 7 years old.</i> In French, this idea is expressed as <i>What age do you have? I have 7 years. Tu as quel âge? J'ai 7 ans.</i></p> <p>🕒 Grammar Point – translation When we translate from one language to another, we translate ideas, not words.</p> <p>🕒 Grammar Point – prepositions with countries In French, we say <i>J'habite en Angleterre, en Écosse, en Irlande du Nord, but au Pays de Galles.</i></p>	<p>Proper Nouns l'Assemblée Nationale <i>the Welsh Assembly</i> la bibliothèque <i>the library</i> le Centre Titanic <i>the Titanic Experience</i> le château <i>the castle</i> le Gros Poisson <i>the Big Fish</i> l'horloge <i>the clock</i> l'hôtel de ville <i>City Hall</i> le Parlement <i>the Scottish Parliament</i> le stade <i>the stadium</i> la Statue de Thanksgiving <i>the Statue of Thanksgiving</i> le tramway <i>the tram</i> la vieille ville <i>the old town</i> le zoo <i>the zoo</i> le pont <i>the bridge</i></p> <p>Grammar and Pronunciation:</p> <p>🕒 Grammar Point – the circumflex accent This accent can appear over any vowel – a, e, i, o or u. The circumflex accent appears in the word <i>âge</i>. Historically, there used to be two vowels in this word. Double vowels have now usually disappeared from French words, but the circumflex accent can show us where they used to be.</p> <p>🕒 Grammar Point – the circumflex accent The circumflex accent appears in the word <i>château</i>. The circumflex accent shows that there used to be a historical 's' in this word, that has now fallen silent and vanished from the orthography. The same word in English has kept its consonant: <i>castle</i>.</p> <p>🕒 Language Learning Skills – practise with a partner. Practising with a partner can help you to remember new words.</p> <p>🕒 Language Learning Skills – developing an oral description Use images and templates to help you to develop a spoken description.</p>
<p>Year 3 Niveau bleu – Module 6 Summer 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 26 - find out about London landmarks and learn how to name them - be able to use a speaking frame to talk about what landmarks there are in London - find out about the acute accent on the letter 'é' and the different ways of writing the phoneme [e]</p>	<p>Vocabulary:</p>	

	<p>Leçon 27 - be able to use a speaking frame to talk about what landmarks there are in Paris - find out about the definite articles <i>le, la, l' and les</i> (the in English) as in <i>le Louvre</i> or <i>la Tour Eiffel</i></p> <p>Leçon 28 - be able to recall vocabulary by identifying images - develop language learning skills o listening and reading comprehension; o reading aloud o speaking from memory - be able to describe a place orally</p> <p>Leçon 29 - further develop language learning skills o using context and other clues in reading comprehension o writing from memory - be able to describe a place in writing</p> <p>Leçon 30 - further develop language learning skills o ask and answer questions o speak in sentences with the help of a speaking frame - be able to describe a place orally</p>	<p><i>Grammar and Pronunciation:</i></p>	<p>Phrase <i>en vacances on holiday</i></p> <p>Verb <i>je suis I am</i></p> <p>Determiners – the definite article <i>le, la, l', les - the</i></p> <p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – the acute accent - é This accent appears only over the letter 'e'. In English words that have been borrowed from French, the acute accent can still be found.</p> <p>🕒 Pronunciation Point – the phoneme [e] and its graphemes The phoneme [e] can be represented by the graphemes 'é', 'er' and 'ez'. e.g. <i>café, regarder, Regardez!</i></p> <p>🕒 Grammar Point – fronted adverbials When an adverbial phrase is used as a sentence opener, it must be followed by a comma (in both French and English).</p> <p>🕒 Grammar Point – the definite article In English, there is one: <i>the</i>. In French, there are four: <i>le, la, l' and les</i>.</p>	<p>Proper Nouns <i>la cathédrale</i> <i>le pont</i> <i>Big Ben</i> <i>la grande roue</i> <i>le Parlement</i></p> <p>🕒 Grammar Point – intonation Intonation describes how we can use our voice to help convey meaning in a sentence, and can highlight aspects of grammatical structure.</p> <p>🕒 Grammar Point – using punctuation (comma) In written sentences, a comma is used to separate words in a series, and to represent intonation present in spoken language.</p> <p>🕒 Language Learning Skills – Recalling vocabulary by identifying images</p> <p>🕒 Language Learning Skills – developing listening and reading comprehension skills</p> <p>🕒 Language Learning Skills – reading aloud by listening to a model, and focusing on pronunciation and intonation</p>	<p><i>the cathedral (St. Paul's)</i> <i>the bridge (Tower Bridge)</i> <i>Big Ben</i> <i>the big wheel (the London Eye)</i> <i>the Houses of Parliament</i></p> <p>🕒 Language Learning Skills – memorising vocabulary. When memorising new words or sentences, try gradually removing the text and recalling it with the aid of images.</p> <p>🕒 Language Learning Skills – spelling. Try to remember spellings by hiding the word, then trying to spell or write it from memory.</p> <p>🕒 Language Learning Skills – engage in conversations. Use familiar questions and answers.</p> <p>🕒 Language Learning Skills – developing an oral description. Use familiar vocabulary and sentence structures to give a spoken description of a place.</p> <p>🕒 Language Learning Skills – developing a written description. Use familiar vocabulary and sentence structures to produce a written description of a place.</p>
<p>Year 4 Ongoing Learning opportunities.</p>	<p>Greeting children on a morning/afternoon/around school. Taking the register in French – Children increase to Bonjour Madame/Monsieur as well as stating how they are in French. Counting up to 20 when standing in a line/ counting out items for PE/ during game warm-ups. Recognise colours in French when doing art/recall when lining up. Practise saying the days of the week and months of the year when English is written on the board. Simple instructions to be given in French.</p>				
<p>Year 4 NC REF</p>	<p>National Curriculum POS for languages runs throughout KS2 Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>				
<p>Year 4 Niveau blanc – Module 1 Autumn 1</p>	<p>Topic Specific Intent: Leçon 1 - revise how to greet and say goodbye to your teacher, other adults and children - learn how to name 8 common nouns - revise the definition of a noun, learn the differences between a proper noun and a common noun</p> <p>Leçon 2 - revise names for parts of the UK - become familiar with the spellings of 8 nouns</p>	<p><i>Vocabulary:</i></p>			

- learn how to read the new words
- find out about determiners and the indefinite article

Leçon 3
- identify a word when you hear it being spelt out
- understand and respond to questions that include the conjunction *ou*
- revise certain phonemes
- be able to identify France and the UK on a blank map

Leçon 4
- revise numbers 0-12
- use a speaking frame to practise asking and answering questions with a partner
- learn about the concept of liaison in spoken language
- share knowledge about London from a map and through discussion

Leçon 5
- play a game to practise using the numbers 0-12
- learn about the function of an adverbial phrase of place, and how to use it as a sentence opener
- learn that a fronted adverbial is usually followed by a comma
- share knowledge about Paris from a map and through discussion

Revision of greetings and forms of address
Bonjour ! *Hello*
Au revoir ! *Good-bye*
monsieur (to a man) / madame (to a woman) / Nounours *Teddy / les enfants children*

Revision of question and answer forms
Comment tu t'appelles ? *What is your name?*
Je m'appelle... *My name is...*

Qu'est-ce que c'est ? *What's this?*
C'est un...ou un...? *Is it a ...or a ...?*
C'est un... *It's a...*

Common Nouns
un poussin *a chick*
un lapin *a rabbit*
un renard *a fox*
un canard *a duck*
un mouton *a sheep*
un poisson *a fish*
un furet *a ferret*
un perroquet *a parrot*

Spelling skills

poussin	mouton
lapin	poisson
renard	furet
canard	perroquet

Revision of classroom instructions
Écoutez ! *Listen!*
Regardez ! *Look!*
Taisez-vous ! *Be quiet!*
Croisez les bras ! *Fold your arms!*
Asseyez-vous ! *Sit down!*
Levez-vous ! *Stand up!*
Asseyez-vous correctement ! *Sit up straight!*
Levez le doigt ! *Put your hand up!*

Revision of numbers

0 zéro	5 cinq	9 neuf
1 un	6 six	10 dix
2 deux	7 sept	11 onze
3 trois	8 huit	12 douze
4 quatre		

Grammar and Pronunciation:

Grammar and Pronunciation

🕒 **Pronunciation Point – silent final consonant**
When a French word ends with a consonant, it is almost always silent, e.g. the 's' in *Paris*.

🕒 **Pronunciation Point – the phoneme [y], grapheme 'u'**
The phoneme [y] does not exist in standard English. It is the sound made by the alphabet letter 'u', and can be heard in *furet* and *Comment tu t'appelles ?*

🕒 **Pronunciation Point – the phoneme [ɔ] & grapheme 'on'**
The phoneme [ɔ] is a nasal vowel. The letters 'on' form a digraph, so the 'n' should not be sounded out.

🕒 **Pronunciation Point – the phoneme [ɛ] & graphemes 'in' & 'un'**
The phoneme [ɛ] is a nasal vowel. The letters 'un' form a digraph, so the 'n' should not be sounded out.

🕒 **Grammar Point – determiner**
A determiner introduces a noun. A determiner can be a definite article such as *le, la, l', les* (the), or an indefinite article such as *un* (a, an).

🕒 **Grammar Point – conjunction**
A conjunction links two words or phrases together. The conjunction *ou* can be used to connect different possibilities.

🕒 **Grammar Point – nouns**
Nouns are types of words that can name people, places or things.

🕒 **Grammar Point – proper nouns**
A proper noun is the name of a specific person, place or thing. In both English and French, it starts with a capital letter.

🕒 **Grammar Point – common nouns**
A common noun is general rather than specific. It does not start with a capital letter unless it is the first word in the sentence.

Year 4
Niveau blanc – Module 2
Autumn 2

Topic Specific Intent:
Leçon 6
- learn how to pronounce a noun & indefinite article, when it begins with a vowel, e.g. *un âne*
- find out about the concept of liaison in pronunciation
- learn about an exception to the rule about the silent final consonant: *un ours*

Leçon 7
- learn how to construct spoken sentences with more than one noun
- be able to apply knowledge of a conjunction
- understand the role of intonation in speech, and punctuation in writing

Leçon 8
- learn how to construct simple written sentences using a writing frame
- find out about the concept of syntax when constructing meaningful sentences
- compare syntax in simple English and French sentences

Leçon 9
- learn some colours, and understand how they can be used as adjectives
- understand that an adjective describes a noun
- play a game to help memorise and recall vocabulary

Leçon 10
- be able to create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate
- learn that the adjective usually precedes the noun in English, but usually follows it in French
- learn that a conjunction can separate adjectives as well as nouns
- develop further the ability to describe Paris and its landmarks

Vocabulary:

Common nouns
un escargot *a snail*
un âne *a donkey*
un éléphant *an elephant*
un ours *a bear*

Adjectives
bleu *blue*
rouge *red*
vert *green*
jaune *yellow*

Paris landmarks
le Jardin du Luxembourg
Le Jardin des Tuileries
Le Jardin des Champs-Élysées
Le Jardin du Palais-Royal
Les Jardins du Trocadéro

Question and answer
Qu'est-ce qu'il y a dans le jardin?
What is there in the garden?
C'est quelle couleur ?
What colour is this?

Classroom instruction
Tout le monde ! *Everyone!*

Grammar and Pronunciation:

Grammar and Pronunciation

🕒 **Pronunciation Point – pronunciation of final consonant**
The final consonant in French words is almost always silent. There are some exceptions to this rule, such as *ours*, in which the final 's' is sounded out.

🕒 **Pronunciation Point – Liaison**
When a word ending in a vowel sound is followed by a word beginning with a vowel sound, a final consonant that is usually silent can be sounded out, e.g. *C'est un éléphant*. Similarly in English, *It's an elephant*.

🕒 **Grammar Point – conjunction**
A conjunction can be used to link two words or phrases. It can link the final 2 nouns in a sequence, and it can link the final 2 adjectives in a sequence.

🕒 **Grammar Point – syntax**
Syntax is the order in which words and phrases are put together to make a meaningful sentence.

🕒 **Grammar Point – adjective**
An adjective describes a noun.

🕒 **Grammar Point – position of the adjective**
In English, the adjective usually precedes the noun it is describing; in French the adjective usually follows the noun it is describing.

Year 4
Topic Specific Intent:
Leçon 12

Vocabulary:

<p>Niveau blanc – Module 3</p> <p>Spring 1</p>	<p>- be able to create simple written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions.</p> <p>- be able to apply punctuation correctly in written sentences.</p> <p>- further explore English-French cognates</p> <p>Leçon 13</p> <p>- be introduced to some ordinary feminine nouns</p> <p>- be introduced to the indefinite article <i>une</i>, that is used with feminine nouns</p> <p>- be introduced to the concept of the grammatical gender of nouns</p> <p>- learn that the indefinite article must match the gender of the noun it describes, e.g. <i>un furet, une abeille</i>.</p> <p>- revise how to say how old I am</p> <p>Leçon 14</p> <p>- learn a new verb – <i>je vois</i> (I can see)</p> <p>- revise what the function of a verb is in a sentence</p> <p>- learn what the function of a pronoun is in a sentence</p> <p>Leçon 15</p> <p>- develop spelling skills, with a focus on colours</p> <p>- practise sequencing groups of words alphabetically, in order to further develop dictionary skills</p> <p>- identify the grapheme 'oi' in French and English words, and know its English pronunciation - [ɔi] – and its French pronunciation – [w]</p> <p>- develop further my knowledge about Paris and its landmarks, and my ability to speak about them in French</p>	<p>Feminine Nouns</p> <p>une abeille a bee</p> <p>une araignée a spider</p> <p>une coccinelle a ladybird</p> <p>une souris a mouse</p> <p>une baleine a whale</p> <p>une étoile de mer a starfish</p> <p>une méduse a jellyfish</p> <p>une pieuvre an octopus</p> <p>Adjectives</p> <p>blanc white</p> <p>gris grey</p> <p>noir black</p> <p>orange orange</p> <p>rose pink</p> <p>Verb</p> <p>je vois I see / I can see</p> <p>Que vois-tu ? What can you see?</p> <p>Paris Landmarks</p> <p>le Bois de Boulogne</p> <p>le Bois de Vincennes</p> <p>le Parc Montsouris</p> <p>le Parc Monceau</p> <p>le Parc de la Villette</p> <p><i>Grammar and Pronunciation:</i></p> <p>ⓐ Grammar Point – a conjunction A conjunction can be used to link together two nouns or two adjectives.</p> <p>ⓑ Grammar Point – a cognate A cognate is a word in one language that is related in origin to a word in another language</p> <p>ⓒ Grammar Point – the grammatical gender of nouns in French In French, nouns are divided into 2 categories: masculine and feminine. In French, all nouns have a gender.</p> <p>ⓓ Grammar Point – the grammatical gender of nouns in English English nouns do not have a gender.</p> <p>ⓔ Grammar Point – agreement of determiner with noun In French, the determiner must match the gender of the noun that it introduces. The indefinite article is <i>un</i> with masculine nouns, and <i>une</i> with feminine.</p> <p>ⓕ Grammar Point – a verb A verb expresses an action or a state of being. It describes what is happening. It is sometimes called a "doing word" because it can name an action that someone does.</p> <p>ⓖ Grammar Point – pronoun A pronoun can replace a noun. English subject pronouns include <i>I, you, he, she, it, we</i> and <i>they</i>. The French pronoun <i>je</i> is the equivalent of the English pronoun <i>I</i>.</p> <p>ⓗ Pronunciation Point – the grapheme 'oi' and its phoneme [w]. In English, the grapheme 'oi' is pronounced [ɔi] as in <i>oil, boil</i> and <i>soil</i>. In French, it is pronounced [w], as in <i>poisson, bois, trois</i> and <i>étoile</i>.</p> <p>ⓘ Language Learning Skills – using a speaking frame Using a speaking frame can help to create sentences with accurate syntax.</p> <p>ⓙ Language Learning Skills – using a writing frame Using a writing frame can help to create sentences with accurate spelling, syntax and punctuation.</p>
<p>Year 4</p> <p>Niveau blanc – Module 4</p> <p>Spring 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 16</p> <p>- focus on the pronunciation of certain nouns</p> <p>- recognise nouns by hearing the word being spelt</p> <p>- be able to spell certain words using French</p> <p>- learn what a homophone is</p> <p>- recognise certain homophones in English and in French</p> <p>Leçon 17</p> <p>- revise noun + adjective word order in French</p> <p>- learn that a French adjective must agree with the gender of the noun it is describing</p> <p>- learn how to modify an adjective so that it agrees with a feminine noun</p> <p>- identify sound changes in some adjectives when they agree with a feminine noun</p> <p>Leçon 18</p> <p>- practise pronunciation of feminine nouns and adjectives</p> <p>- be able to identify some question words in English and in French</p> <p>- be able to identify a question, by noticing if a sentence begin with a question word</p> <p>Leçon 19</p> <p>- learn a new adverbial phrase of place – <i>dans les bois</i></p> <p>- use speaking frames to construct spoken sentences including nouns of both genders, and adjectives</p> <p>- revise what the function of an adverb is in a sentence</p> <p>Leçon 20</p> <p>- use a writing frame to create simple sentences using a fronted adverbial, a verb, a range of masculine and feminine nouns and a range of colour adjectives</p> <p>- apply the use of a conjunction as necessary</p> <p>- understand and use punctuation correctly, e.g. capital letter, comma and full stop</p> <p>- look at the work of my partner, and offer constructive criticism with a suggestion for how to improve</p> <p>- develop further my knowledge about Paris and its landmarks, and my ability to speak about them in French</p>	<p><i>Vocabulary:</i></p> <p>Adverbial phrases of place</p> <p><i>dans la mer</i> in the sea</p> <p><i>dans les bois</i> in the woods</p> <p>Paris Landmarks</p> <p>la Place du Tertre</p> <p>la Place de la Bastille</p> <p>la Place de la Concorde</p> <p>la Place d'Italie</p> <p>la Place Vendôme</p> <p><i>Grammar and Pronunciation:</i></p> <p>ⓐ Grammar Point – a homophone A homophone is a word that sounds exactly the same as another word, when the words are pronounced.</p> <p>ⓑ Grammar Point – gender of nouns and adjectival agreement All nouns in French have a grammatical gender, masculine or feminine. When an adjective describes a noun, the adjective must agree with the gender of the noun.</p> <p>ⓒ Grammar Point – adjectival agreement by gender When an adjective describes a feminine noun, it must agree by adding an 'e', unless it already ends in an 'e'.</p> <p>ⓔ Grammar Point – question words A question word is a function word used to ask a question, such as what, when, where, who, why and how.</p> <p>ⓕ Grammar Point – recognising a spoken question A question can be recognised if a question word is used, and also by rising intonation,</p> <p>ⓖ Grammar Point – recognising a written question A question can be recognised if a question word is used, and also by the question mark at the end,</p> <p>ⓗ Grammar Point – adverbial phrases of place An adverb gives information about the verb, such as when, where or how the action is taking place. An adverb of place identifies where the action is taking place.</p> <p>ⓘ Grammar Point – fronted adverbials and punctuation An adverb, or adverbial phrase, that starts a sentence, is known as a fronted adverbial. In writing, a fronted adverbial is followed by a comma.</p> <p>ⓙ Grammar Point – the roles of a conjunction A conjunction can be used to link the last 2 nouns in a sequence, or the last 2 adjectives in a sequence. A conjunction can also link 2 sentences, in order to create a compound sentence.</p>

<p>Year 4 Niveau blanc – Module 5</p> <p>Summer 1</p>	<p>Topic Specific Intent:</p> <p>Leçon 21 - ask questions using <i>Où est...?</i> - understand which form of the definite article to use with nouns, e.g. <i>le furet, la coccinelle, l'araignée</i> - learn about the subject pronouns <i>il</i> and <i>elle</i></p> <p>Leçon 22 - talk about favourite animals - revise all 4 forms of the definite article; <i>le, la, l', les</i> - learn about subject pronouns in the plural – <i>ils</i> and <i>elles</i> - learn a plural verb form – <i>sont</i></p> <p>Leçon 23 - talk about likes and dislikes using <i>j'aime</i> and <i>je n'aime pas...</i> - be understand the function of the negative adverb <i>ne...pas</i> - learn the plural indefinite article – <i>des</i> – and know that it can not be omitted in French</p> <p>Leçon 24 - participate in conversations about which animals I like - ask and answer questions about how many things there are - use a numeral as a determiner - be introduced to the concept of elision in spoken language - understand how elision affects the spelling of words (use of the apostrophe to replace missing letters)</p> <p>Leçon 25 - learn how to use the adverbial pronoun <i>en</i> - practise talking about Paris, using a growing bank of words</p>	<p><i>Vocabulary:</i></p> <p>Question words / Questions and answers Où est... ? <i>Where is... ?</i> Il est... / Elle est... <i>It is</i></p> <p>Quel est ton animal préféré ? <i>What is your favourite animal?</i></p> <p>Mon animal préféré, c'est... <i>My favourite animal is...</i></p> <p>Tu aimes...? <i>Do you like...?</i> j'aime... <i>I like...</i> je n'aime pas... <i>I don't like...</i></p> <p>Grammar and Pronunciation</p> <p>ⓐ Grammar Point – subject pronoun A noun can be replaced by a pronoun: masculine singular nouns by <i>il</i>, and feminine singular nouns by <i>elle</i>. The plural forms are <i>ils</i> and <i>elles</i>.</p> <p>ⓑ Grammar Point – verb A verb can describe an action or a state of being. The French verb <i>est</i> means <i>is</i>. The plural form, <i>sont</i>, means <i>are</i>.</p> <p>ⓒ Grammar Point – plural form of noun and determiner A French noun generally adds an 's' in the plural. The determiner must match the plural form of the noun, e.g. <i>les furets, les chats</i>.</p> <p><i>Grammar and Pronunciation:</i></p> <p>ⓐ Grammar Point – negative adverb <i>ne...pas</i> A negative adverb is used to change a positive statement into a negative statement. In English, the adverb <i>not</i> is used. In French, the adverb <i>ne...pas</i> is wrapped around the verb, e.g. <i>j'aime / je n'aime pas</i>.</p> <p>ⓑ Grammar Point – plural form of the indefinite article In English, this can be included – <i>There are some ferrets</i> – or omitted – <i>There are ferrets</i>. In French, the determiner can not be omitted – <i>Il y a des furets</i>.</p> <p>ⓒ Grammar Point – numeral as determiner A numeral can be a determiner, e.g. <i>deux coccinelles, trois chats</i>.</p> <p>Question words / Questions and answers Tu aimes quels animaux ? <i>Which animals do you like?</i> Il y a combien de...? <i>How many [nouns] are there?</i></p> <p>Subject pronouns <i>il he / it</i> <i>elle she / it</i></p> <p>Plural indefinite article <i>des some, any (or can be omitted in English)</i></p> <p>Negative adverb <i>ne...pas not</i></p> <p>Adverbial pronoun <i>en of them (replaces de+noun phrase)</i></p> <p>Paris Landmarks L'Île de la Cité L'Île Saint-Louis La Conciergerie Le Palais de Justice La Sainte-Chapelle</p> <p>ⓐ Grammar Point – question word <i>combien de</i> <i>Combien de</i> asks how many.</p> <p>ⓑ Grammar Point – adverbial pronoun <i>en</i> The pronoun <i>en</i> can replace <i>de + noun</i>, e.g. <i>Il y a combien de méduses? Il y en a 5</i>. It can be omitted in English, but not in French.</p> <p>ⓒ Pronunciation Point – elision Elision is the omission of a sound or syllable when speaking.</p> <p>ⓓ Spelling Point – elision When elision occurs in speaking, the written form uses an apostrophe to replace the missing letter(s).</p>
--	--	---

<p>Year 4 Niveau blanc – Module 1</p> <p>Summer 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 26 - say whether I live in a house or a flat - learn some nouns that can be found in the garden - learn about possessive adjectives</p> <p>Leçon 27 - learn to create another negative statement using the negative adverb <i>ne...pas</i> - learn that in a negative statement, the indefinite article (<i>un, une, des</i>) is replaced by <i>de/d'</i> - practise making compound sentences using the conjunctions <i>ou</i> or <i>et</i></p> <p>Leçon 28 - revise and practise questions and answers about the 4 countries of the UK - revise and practise questions and answers about myself and where I live - participate in an activity that helps me to revise my work</p> <p>Leçon 29 - develop and practise my skills in reading comprehension - develop and practise my skills in listening comprehension</p> <p>Leçon 30 - to write about myself, my home and garden, and where I live - to use a piece of text as a stimulus for creating my own piece of writing</p>	<p><i>Vocabulary:</i></p> <table border="0"> <tr> <td>Nouns</td> <td>un arbre</td> <td>a tree</td> <td>un appartement</td> <td>a flat</td> </tr> <tr> <td></td> <td>un banc</td> <td>a bench</td> <td>une maison</td> <td>a house</td> </tr> <tr> <td></td> <td>un parasol</td> <td>a parasol</td> <td>une chambre</td> <td>a bedroom</td> </tr> <tr> <td></td> <td>une piscine</td> <td>a swimming-pool</td> <td></td> <td></td> </tr> <tr> <td></td> <td>une table</td> <td>a table</td> <td></td> <td></td> </tr> <tr> <td></td> <td>une terrasse</td> <td>a patio</td> <td></td> <td></td> </tr> <tr> <td></td> <td>une pelouse</td> <td>a lawn</td> <td></td> <td></td> </tr> <tr> <td></td> <td>des chaises</td> <td>chairs</td> <td></td> <td></td> </tr> <tr> <td></td> <td>des fleurs</td> <td>flowers</td> <td></td> <td></td> </tr> </table> <p>Grammar and Pronunciation</p> <p>ⓐ Grammar Point – possessive adjectives A possessive adjective shows who owns or possesses the following noun.</p> <p>ⓑ Grammar Point – possessive adjectives and gender In French, possessive adjectives must agree with the noun by gender and number: <i>my = mon, ma, mes; your = ton, ta, tes</i>.</p> <p>ⓒ Grammar Point – negative adverb and indefinite article The indefinite articles <i>un, une</i> and <i>des</i> must change to <i>de</i> when they follow a negative adverb. This applies to all nouns, whether singular or plural, e.g. <i>Il n'y a pas de chaises</i>.</p> <p>ⓓ Grammar Point – negative adverb and elision <i>De</i> must become <i>d'</i> if followed by a vowel, e.g. <i>Il n'y a pas d'arbres</i>.</p>	Nouns	un arbre	a tree	un appartement	a flat		un banc	a bench	une maison	a house		un parasol	a parasol	une chambre	a bedroom		une piscine	a swimming-pool				une table	a table				une terrasse	a patio				une pelouse	a lawn				des chaises	chairs				des fleurs	flowers		
Nouns	un arbre	a tree	un appartement	a flat																																											
	un banc	a bench	une maison	a house																																											
	un parasol	a parasol	une chambre	a bedroom																																											
	une piscine	a swimming-pool																																													
	une table	a table																																													
	une terrasse	a patio																																													
	une pelouse	a lawn																																													
	des chaises	chairs																																													
	des fleurs	flowers																																													

<p>Year 5 Ongoing Learning opportunities.</p>	<p>Greeting children on a morning/afternoon/around school. Taking the register in French – Children increase to Bonjour Madame/Monsieur as well as stating how they are in French. Counting up to 30 when standing in a line/ counting out items for PE/ during game warm-ups. Recognise colours in French when doing art/recall when lining up. Practise saying the days of the week and months of the year when English is written on the board. Classroom instructions to be given in French.</p>																																																																												
<p>Year 5 NC REF</p>	<p>National Curriculum POS for languages runs throughout KS2 Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>																																																																												
<p>Year 5 Niveau rouge – Module 1 Autumn 1</p>	<p>Topic Specific Intent: Leçon 1 - revise numbers 1-12 - learn how to ask what time it is - learn how to say the time on the hour Leçon 2 - revise names for parts of the UK - focus on spelling the numbers 1-12 - practise sorting words into alphabetical order - be introduced to the names of 5 places found in a town - be introduced to key features and terminology of a bilingual dictionary Leçon 3 - practise using spoken questions and answers about your name and what time it is - be introduced to a complex sentence in French - learn about the main clause and subordinate clauses - learn that there is a time difference between France and the UK Leçon 4 - revise how to say your age - learn a new question form to ask what time it is - learn that questions can be formed using tone of voice, or inversion - practise writing some complex sentences - the time in Paris is the same throughout France; the time in London is the same throughout the UK Leçon 5 - be introduced to the numbers 13-21 - learn some words for units of time (e.g. <i>une seconde, une minute</i>)</p>	<p><i>Vocabulary:</i></p> <p><i>Grammar and Pronunciation:</i></p>	<table border="0"> <tr> <td data-bbox="1605 716 1795 1119"> <p>Time phrases</p> <table border="0"> <tr> <td>Quelle heure est-il ? Il est...</td> <td>What time is it? It's...</td> </tr> <tr> <td>une heure</td> <td>1 o'clock</td> </tr> <tr> <td>deux heures</td> <td>2 o'clock</td> </tr> <tr> <td>trois heures</td> <td>3 o'clock</td> </tr> <tr> <td>quatre heures</td> <td>4 o'clock</td> </tr> <tr> <td>cinq heures</td> <td>5 o'clock</td> </tr> <tr> <td>six heures</td> <td>6 o'clock</td> </tr> <tr> <td>sept heures</td> <td>7 o'clock</td> </tr> <tr> <td>huit heures</td> <td>8 o'clock</td> </tr> <tr> <td>neuf heures</td> <td>9 o'clock</td> </tr> <tr> <td>dix heures</td> <td>10 o'clock</td> </tr> <tr> <td>onze heures</td> <td>11 o'clock</td> </tr> <tr> <td>midi</td> <td>noon</td> </tr> <tr> <td>minuit</td> <td>midnight</td> </tr> </table> </td> <td data-bbox="1795 716 1973 1119"> <p>Adverb of time</p> <table border="0"> <tr> <td>quand</td> <td>when</td> </tr> </table> </td> <td data-bbox="1973 716 2181 1119"> <p>Nouns</p> <table border="0"> <tr> <td>une seconde</td> <td>a second</td> </tr> <tr> <td>une minute</td> <td>a minute</td> </tr> <tr> <td>une heure</td> <td>an hour</td> </tr> <tr> <td>une journée / un jour</td> <td>a day</td> </tr> <tr> <td>une semaine</td> <td>a week</td> </tr> <tr> <td>un mois</td> <td>a month</td> </tr> <tr> <td>un an / une année</td> <td>a year</td> </tr> <tr> <td>un cinéma</td> <td>a cinema</td> </tr> <tr> <td>un magasin</td> <td>a shop</td> </tr> <tr> <td>un parc</td> <td>a park</td> </tr> <tr> <td>un restaurant</td> <td>a restaurant</td> </tr> <tr> <td>un supermarché</td> <td>a supermarket</td> </tr> </table> </td> </tr> <tr> <td colspan="2"></td> <td data-bbox="1724 1136 1973 1161"> <p>Grammar and Pronunciation</p> </td> <td data-bbox="2050 1167 2338 1236"> <p>ⓐ Grammar Point – o'clock The adverb <i>o'clock</i> is an abbreviation of the original phrase <i>of the clock</i>.</p> </td> <td data-bbox="2050 1251 2338 1289"> <p>ⓑ Grammar Point – abbreviation An abbreviation is a shortened form of a word or phrase.</p> </td> <td data-bbox="2050 1304 2338 1362"> <p>ⓒ Grammar Point – agreement As <i>une heure</i> is a noun, it must add a plural ending when necessary, e.g. <i>2 heures</i>.</p> </td> <td data-bbox="2050 1377 2338 1415"> <p>ⓓ Grammar Point – questions using inversion Questions can be formed by inverting the verb and pronoun. In writing, a hyphen is put in between the verb and pronoun, e.g. <i>Quelle heure est-il ?</i></p> </td> <td data-bbox="2050 1430 2338 1467"> <p>ⓔ Grammar Point – clause A clause is a group of words that can form a sentence, or part of a sentence. It always contains a verb.</p> </td> <td data-bbox="2050 1482 2338 1520"> <p>ⓕ Grammar Point – main clause A main, or independent clause, can stand alone and makes sense.</p> </td> <td data-bbox="2050 1535 2338 1593"> <p>ⓖ Grammar Point – subordinate clause A subordinate, or dependent clause, cannot stand alone and is incomplete by itself.</p> </td> <td data-bbox="2050 1608 2338 1646"> <p>ⓗ Grammar Point – simple sentence A simple sentence is made up of one clause.</p> </td> <td data-bbox="2050 1661 2338 1698"> <p>ⓘ Grammar Point – complex sentence A complex sentence is made up of at least two clauses: main and subordinate.</p> </td> <td data-bbox="2050 1713 2338 1751"> <p>ⓙ Grammar Point – cognates Cognates are words in two languages that look or sound similar, and have the same meaning.</p> </td> <td data-bbox="2377 1167 2665 1236"> <p>ⓑ Grammar Point – false friends False friends are words in two languages that look or sound similar, but do not have the same meaning.</p> </td> <td data-bbox="2377 1251 2665 1289"> <p>ⓓ Dictionary Skills – terminology Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.</p> </td> <td data-bbox="2377 1304 2665 1362"> <p>ⓔ Pronunciation Point – liaison There is a liaison in the phrase <i>C'est une abeille</i>, but no liaison in the phrase <i>Il est une heure</i>.</p> </td> <td data-bbox="2377 1377 2665 1415"> <p>ⓕ Pronunciation Point – the letters 'qu' the letters 'qu' in English represent two phonemes: [k] and [w]. In French these letters form a grapheme that represents a single phoneme: [k]. The same phoneme can be represented by the letter 'q' without the 'u' if it comes at the end of a word.</p> </td> </tr> </table>	<p>Time phrases</p> <table border="0"> <tr> <td>Quelle heure est-il ? Il est...</td> <td>What time is it? It's...</td> </tr> <tr> <td>une heure</td> <td>1 o'clock</td> </tr> <tr> <td>deux heures</td> <td>2 o'clock</td> </tr> <tr> <td>trois heures</td> <td>3 o'clock</td> </tr> <tr> <td>quatre heures</td> <td>4 o'clock</td> </tr> <tr> <td>cinq heures</td> <td>5 o'clock</td> </tr> <tr> <td>six heures</td> <td>6 o'clock</td> </tr> <tr> <td>sept heures</td> <td>7 o'clock</td> </tr> <tr> <td>huit heures</td> <td>8 o'clock</td> </tr> <tr> <td>neuf heures</td> <td>9 o'clock</td> </tr> <tr> <td>dix heures</td> <td>10 o'clock</td> </tr> <tr> <td>onze heures</td> <td>11 o'clock</td> </tr> <tr> <td>midi</td> <td>noon</td> </tr> <tr> <td>minuit</td> <td>midnight</td> </tr> </table>	Quelle heure est-il ? Il est...	What time is it? It's...	une heure	1 o'clock	deux heures	2 o'clock	trois heures	3 o'clock	quatre heures	4 o'clock	cinq heures	5 o'clock	six heures	6 o'clock	sept heures	7 o'clock	huit heures	8 o'clock	neuf heures	9 o'clock	dix heures	10 o'clock	onze heures	11 o'clock	midi	noon	minuit	midnight	<p>Adverb of time</p> <table border="0"> <tr> <td>quand</td> <td>when</td> </tr> </table>	quand	when	<p>Nouns</p> <table border="0"> <tr> <td>une seconde</td> <td>a second</td> </tr> <tr> <td>une minute</td> <td>a minute</td> </tr> <tr> <td>une heure</td> <td>an hour</td> </tr> <tr> <td>une journée / un jour</td> <td>a day</td> </tr> <tr> <td>une semaine</td> <td>a week</td> </tr> <tr> <td>un mois</td> <td>a month</td> </tr> <tr> <td>un an / une année</td> <td>a year</td> </tr> <tr> <td>un cinéma</td> <td>a cinema</td> </tr> <tr> <td>un magasin</td> <td>a shop</td> </tr> <tr> <td>un parc</td> <td>a park</td> </tr> <tr> <td>un restaurant</td> <td>a restaurant</td> </tr> <tr> <td>un supermarché</td> <td>a supermarket</td> </tr> </table>	une seconde	a second	une minute	a minute	une heure	an hour	une journée / un jour	a day	une semaine	a week	un mois	a month	un an / une année	a year	un cinéma	a cinema	un magasin	a shop	un parc	a park	un restaurant	a restaurant	un supermarché	a supermarket			<p>Grammar and Pronunciation</p>	<p>ⓐ Grammar Point – o'clock The adverb <i>o'clock</i> is an abbreviation of the original phrase <i>of the clock</i>.</p>	<p>ⓑ Grammar Point – abbreviation An abbreviation is a shortened form of a word or phrase.</p>	<p>ⓒ Grammar Point – agreement As <i>une heure</i> is a noun, it must add a plural ending when necessary, e.g. <i>2 heures</i>.</p>	<p>ⓓ Grammar Point – questions using inversion Questions can be formed by inverting the verb and pronoun. In writing, a hyphen is put in between the verb and pronoun, e.g. <i>Quelle heure est-il ?</i></p>	<p>ⓔ Grammar Point – clause A clause is a group of words that can form a sentence, or part of a sentence. It always contains a verb.</p>	<p>ⓕ Grammar Point – main clause A main, or independent clause, can stand alone and makes sense.</p>	<p>ⓖ Grammar Point – subordinate clause A subordinate, or dependent clause, cannot stand alone and is incomplete by itself.</p>	<p>ⓗ Grammar Point – simple sentence A simple sentence is made up of one clause.</p>	<p>ⓘ Grammar Point – complex sentence A complex sentence is made up of at least two clauses: main and subordinate.</p>	<p>ⓙ Grammar Point – cognates Cognates are words in two languages that look or sound similar, and have the same meaning.</p>	<p>ⓑ Grammar Point – false friends False friends are words in two languages that look or sound similar, but do not have the same meaning.</p>	<p>ⓓ Dictionary Skills – terminology Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.</p>	<p>ⓔ Pronunciation Point – liaison There is a liaison in the phrase <i>C'est une abeille</i>, but no liaison in the phrase <i>Il est une heure</i>.</p>	<p>ⓕ Pronunciation Point – the letters 'qu' the letters 'qu' in English represent two phonemes: [k] and [w]. In French these letters form a grapheme that represents a single phoneme: [k]. The same phoneme can be represented by the letter 'q' without the 'u' if it comes at the end of a word.</p>
<p>Time phrases</p> <table border="0"> <tr> <td>Quelle heure est-il ? Il est...</td> <td>What time is it? It's...</td> </tr> <tr> <td>une heure</td> <td>1 o'clock</td> </tr> <tr> <td>deux heures</td> <td>2 o'clock</td> </tr> <tr> <td>trois heures</td> <td>3 o'clock</td> </tr> <tr> <td>quatre heures</td> <td>4 o'clock</td> </tr> <tr> <td>cinq heures</td> <td>5 o'clock</td> </tr> <tr> <td>six heures</td> <td>6 o'clock</td> </tr> <tr> <td>sept heures</td> <td>7 o'clock</td> </tr> <tr> <td>huit heures</td> <td>8 o'clock</td> </tr> <tr> <td>neuf heures</td> <td>9 o'clock</td> </tr> <tr> <td>dix heures</td> <td>10 o'clock</td> </tr> <tr> <td>onze heures</td> <td>11 o'clock</td> </tr> <tr> <td>midi</td> <td>noon</td> </tr> <tr> <td>minuit</td> <td>midnight</td> </tr> </table>	Quelle heure est-il ? Il est...	What time is it? It's...	une heure	1 o'clock	deux heures	2 o'clock	trois heures	3 o'clock	quatre heures	4 o'clock	cinq heures	5 o'clock	six heures	6 o'clock	sept heures	7 o'clock	huit heures	8 o'clock	neuf heures	9 o'clock	dix heures	10 o'clock	onze heures	11 o'clock	midi	noon	minuit	midnight	<p>Adverb of time</p> <table border="0"> <tr> <td>quand</td> <td>when</td> </tr> </table>	quand	when	<p>Nouns</p> <table border="0"> <tr> <td>une seconde</td> <td>a second</td> </tr> <tr> <td>une minute</td> <td>a minute</td> </tr> <tr> <td>une heure</td> <td>an hour</td> </tr> <tr> <td>une journée / un jour</td> <td>a day</td> </tr> <tr> <td>une semaine</td> <td>a week</td> </tr> <tr> <td>un mois</td> <td>a month</td> </tr> <tr> <td>un an / une année</td> <td>a year</td> </tr> <tr> <td>un cinéma</td> <td>a cinema</td> </tr> <tr> <td>un magasin</td> <td>a shop</td> </tr> <tr> <td>un parc</td> <td>a park</td> </tr> <tr> <td>un restaurant</td> <td>a restaurant</td> </tr> <tr> <td>un supermarché</td> <td>a supermarket</td> </tr> </table>	une seconde	a second	une minute	a minute	une heure	an hour	une journée / un jour	a day	une semaine	a week	un mois	a month	un an / une année	a year	un cinéma	a cinema	un magasin	a shop	un parc	a park	un restaurant	a restaurant	un supermarché	a supermarket																					
Quelle heure est-il ? Il est...	What time is it? It's...																																																																												
une heure	1 o'clock																																																																												
deux heures	2 o'clock																																																																												
trois heures	3 o'clock																																																																												
quatre heures	4 o'clock																																																																												
cinq heures	5 o'clock																																																																												
six heures	6 o'clock																																																																												
sept heures	7 o'clock																																																																												
huit heures	8 o'clock																																																																												
neuf heures	9 o'clock																																																																												
dix heures	10 o'clock																																																																												
onze heures	11 o'clock																																																																												
midi	noon																																																																												
minuit	midnight																																																																												
quand	when																																																																												
une seconde	a second																																																																												
une minute	a minute																																																																												
une heure	an hour																																																																												
une journée / un jour	a day																																																																												
une semaine	a week																																																																												
un mois	a month																																																																												
un an / une année	a year																																																																												
un cinéma	a cinema																																																																												
un magasin	a shop																																																																												
un parc	a park																																																																												
un restaurant	a restaurant																																																																												
un supermarché	a supermarket																																																																												
		<p>Grammar and Pronunciation</p>	<p>ⓐ Grammar Point – o'clock The adverb <i>o'clock</i> is an abbreviation of the original phrase <i>of the clock</i>.</p>	<p>ⓑ Grammar Point – abbreviation An abbreviation is a shortened form of a word or phrase.</p>	<p>ⓒ Grammar Point – agreement As <i>une heure</i> is a noun, it must add a plural ending when necessary, e.g. <i>2 heures</i>.</p>	<p>ⓓ Grammar Point – questions using inversion Questions can be formed by inverting the verb and pronoun. In writing, a hyphen is put in between the verb and pronoun, e.g. <i>Quelle heure est-il ?</i></p>	<p>ⓔ Grammar Point – clause A clause is a group of words that can form a sentence, or part of a sentence. It always contains a verb.</p>	<p>ⓕ Grammar Point – main clause A main, or independent clause, can stand alone and makes sense.</p>	<p>ⓖ Grammar Point – subordinate clause A subordinate, or dependent clause, cannot stand alone and is incomplete by itself.</p>	<p>ⓗ Grammar Point – simple sentence A simple sentence is made up of one clause.</p>	<p>ⓘ Grammar Point – complex sentence A complex sentence is made up of at least two clauses: main and subordinate.</p>	<p>ⓙ Grammar Point – cognates Cognates are words in two languages that look or sound similar, and have the same meaning.</p>	<p>ⓑ Grammar Point – false friends False friends are words in two languages that look or sound similar, but do not have the same meaning.</p>	<p>ⓓ Dictionary Skills – terminology Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.</p>	<p>ⓔ Pronunciation Point – liaison There is a liaison in the phrase <i>C'est une abeille</i>, but no liaison in the phrase <i>Il est une heure</i>.</p>	<p>ⓕ Pronunciation Point – the letters 'qu' the letters 'qu' in English represent two phonemes: [k] and [w]. In French these letters form a grapheme that represents a single phoneme: [k]. The same phoneme can be represented by the letter 'q' without the 'u' if it comes at the end of a word.</p>																																																													
<p>Year 5 Niveau rouge – Module 2 Autumn 2</p>	<p>Topic Specific Intent: Leçon 6 - revise numbers 1- 21 - learn how to understand and tell the time on the half hour</p>	<p><i>Vocabulary:</i></p>																																																																											

- understand agreement of adjective and nouns in time phrases

Leçon 7
 - revise clock times on the hour and half hour
 - learn 2 adjectives of size – *petit* and *grand*
 - learn that some adjectives precede the noun
 - create simple spoken sentences using the new adjectives

Leçon 8
 - be introduced to numbers 22 to 39
 - be introduced to five more places found in a town
 - learn about compound words
 - learn to look at patterns in words to help with memorisation
 - revise the circumflex accent and the phoneme [ɛ]

Leçon 9
 - revise the spoken question and answer *Que vois-tu ? Je vois...*
 - learn how to tell the time on quarter past the hour
 - learn how clock times are written using numbers, and compare this with English

Leçon 10
 - revise numbers 20-39
 - consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb
 - create some written sentences

Grammar and Pronunciation:

Vocabulary

Time phrases		Numbers 22-39			
et demi	half past	vingt-deux	22	trente	30
et demie	half past	vingt-trois	23	trente et un	31
et quart	quarter past	vingt-quatre	24	trente-deux	32
Adjectives		vingt-cinq	25	trente-trois	33
petit	small	vingt-six	26	trente-quatre	34
grand	big	vingt-sept	27	trente-cinq	35
Nouns		vingt-huit	28	trente-six	36
un café	a café	vingt-neuf	29	trente-sept	37
un hôpital	a hospital			trente-huit	38
un château	a castle			trente-neuf	39
un théâtre	a theatre				
un hôtel	a hotel				

Grammar and Pronunciation

ⓐ Grammar Point – negative adverb ne...pas
 A negative adverb is used to change a positive statement into a negative statement. In English, the adverb not is used. In French, the adverb ne...pas is wrapped around the verb, e.g. j'aime / je n'aime pas.

ⓑ Grammar Point – agreement of noun and adjective
 The word heure is a feminine noun and midi and minuit are masculine nouns. As demi is an adjective, it must agree with the noun it follows.

ⓒ Pronunciation Point - demi
 demi and demie sound the same

ⓓ Grammar and Pronunciation Point – et quart
 Quart is a masculine noun. It does not change its spelling or pronunciation in any clock time.

ⓔ Grammar – adjectives that precede the noun
 Most adjectives follow the noun (e.g. adjectives of colour), but some (e.g. petit and grand) precede the noun, as English adjectives do.

ⓕ Grammar Point – a compound word
 These are words created by combining one word with another. Some compound words are joined by a hyphen.
 In English, some compound words join together without a hyphen. These are known as closed compounds.

ⓖ Grammar Point – a compound sentence
 This is formed by joining 2 clauses, linked by a coordinating conjunction.

ⓗ Grammar Point – a negative adverb
 A negative adverb turns statements into negative statements.
 An indefinite article in a negative construction changes to de. If the next word begins with a vowel sound, de becomes d'. This is known as elision.

ⓘ Language Learning Strategies - identify patterns in words to aid memorisation

ⓙ Pronunciation Point – the phoneme [ɛ]
 This phoneme can be represented in writing by the graphemes 'in', 'im' and 'aim'.

ⓚ Spelling – the circumflex accent
 It can appear over any vowel – a, e, i, o or u.
 It can mean that there used to be a letter 's' in the word, that has now fallen silent and vanished from the spelling.

ⓛ Knowledge about France and the UK – writing the time in number form
 In France the format is 3 h 30; in the UK it is 3:00. In both countries, electronic devices use the format 3:00.

Year 5
 Niveau rouge – Module 3
 Spring 1

Topic Specific Intent:

Leçon 11
 - be introduced to five more places found in a town (feminine nouns)
 - revise the concept of the grammatical gender of nouns
 - discover what an arrondissement is

Leçon 12
 - learn to tell the time on quarter past the hour
 - practise understanding a range of clock times by listening or reading
 - learn about *La Poste* (the postal service) and *la SNCF* (national railways)

Leçon 13
 - learn how to pronounce the names of some world cities: *Moscou, New York, Sydney, Tokyo*
 - learn that the time in Moscow is 2 hours ahead of Paris
 - revise the agreement of an adjective with a feminine noun
 - practise using compound sentences with a coordinating conjunction

Leçon 14
 - practise listening, speaking and writing clock times
 - practise using adjectives with feminine nouns in spoken sentences

Vocabulary:

World cities		Nouns	
New York	New York	une banque	a bank
Sydney	Sydney	une gare	a railway station
Moscou	Moscow	une mairie	a town hall
Tokyo	Tokyo	une piscine	a swimming pool
		une poste	a post office
An ordinal number		un arrondissement	an administrative district
le premier	the first (masculine)		
la première	the first (feminine)		
le 1 ^{er}	1 st		
Time phrase			
moins le quart	quarter to		

	<p>- learn about some mainline railway stations in Paris</p> <p>Leçon 15</p> <p>- create some written compound sentences</p> <p>- learn about ordinal numbers</p> <p>- learn about the 1er arrondissement</p>	Grammar and Pronunciation:	<p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – adjectives (revision)</p> <p>An adjective describes a noun.</p> <p>An adjective that describes a masculine noun does not change its sound.</p> <p>Some adjectives change their sound and spelling when they describe a feminine noun.</p> <p>🕒 Grammar Point – agreement of feminine noun and adjective</p> <p>An adjective that describes a feminine noun must “agree” with its noun. It must end with ‘e’. An adjective that already ends in ‘e’ does not need to add another ‘e’, e.g. <i>rouge, jaune, orange, rose</i>.</p> <p>🕒 Grammar Point – change in pronunciation with some feminine agreements</p> <p>An adjective that does not end in ‘e’ must add one, e.g. <i>petite, grande</i>.</p> <p>This means that the pronunciation changes.</p> <p>🕒 Grammar – ordinal numbers</p> <p>An ordinal number tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th.</p> <p>🕒 Spelling Point – ordinal numbers in English</p> <p>Ordinal numbers may be written in English with numerals and letter suffixes: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, and 12th.</p> <p>🕒 Grammar Point – cardinal numbers</p> <p>A cardinal number represents quantity; it tells us how many, e.g. 1, 2, 3, 4, 5.</p> <p>🕒 Grammar Point – the first ordinal number in French</p> <p>In French, the first ordinal number is <i>le premier</i> or <i>la première</i>. We use <i>le premier</i> with a masculine noun, and <i>la première</i> with a feminine noun.</p> <p>🕒 Knowledge about France – un arrondissement</p> <p>An administrative district in a large city; there are 20 in Paris.</p> <p>🕒 Knowledge about France – la Poste</p> <p><i>La Poste</i> is the name of the public postal service company in France, similar to Royal Mail in the UK.</p> <p><i>Une poste/la poste</i> is also the name of the post office in the local community.</p> <p>🕒 Knowledge about France – la SNCF</p> <p>SNCF is France’s national state-owned railway company.</p> <p>🕒 World clocks</p> <p>The time in <i>Moscou</i> is 2 hours ahead of Paris.</p>																												
<p>Year 5</p> <p>Niveau rouge – Module 4</p> <p>Spring 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 16</p> <p>- revise information about where I live</p> <p>- learn the number 40</p> <p>- learn 5 more feminine nouns: places in town</p> <p>- use strategies to look for patterns I words and to help memorise numbers</p> <p>Leçon 17</p> <p>- learn about the time difference between Paris and Tokyo</p> <p>- revise the negative adverb <i>ne...pas</i>, and its elision before a vowel: <i>pas...d’</i></p> <p>- learn about the function of a subordinating conjunction</p> <p>- create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction, e.g. <i>Quand il est trois heures à Paris, il est onze heures à Tokyo</i>.</p> <p>Leçon 18</p> <p>- learn to tell the time to five minutes</p> <p>- practise writing the time to five minutes, in number form</p> <p>- learn about ordinal and cardinal numbers</p> <p>Leçon 19</p> <p>- revise the question <i>Tu as quel âge ?</i> and the answer <i>J’ai xx ans</i>.</p> <p>- create spoken sentences consisting of two main (independent) clauses, linked by a co-ordinating conjunction, e.g. <i>À Jolieville, il y a un grand parc et une petite gare, mais il n’y a pas de château</i>.</p> <p>- understand the function of a co-ordinating conjunction.</p> <p>Leçon 20</p> <p>- use what I have learnt in order to speak about the town or village where I live.</p> <p>- use what I have learnt in order to write about the town or village where I live.</p> <p>- be introduced to some words and phrases to include in a written letter.</p>	<p>Vocabulary:</p> <p>Grammar and Vocabulary:</p>	<p>Numbers</p> <p>quarante 40</p> <p>Nouns</p> <table border="0"> <tr> <td>une bibliothèque</td> <td>a library</td> </tr> <tr> <td>une école</td> <td>a school</td> </tr> <tr> <td>une église</td> <td>a church</td> </tr> <tr> <td>une patinoire</td> <td>an ice rink</td> </tr> <tr> <td>une piscine</td> <td>a swimming pool</td> </tr> <tr> <td>le deuxième arrondissement</td> <td>the 2nd arrondissement</td> </tr> </table> <p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – elision (revision)</p> <p>Elision is the omission of a sound or syllable when speaking. In writing, an apostrophe is used to show that there is a missing letter. (e.g. <i>pas d’école</i>).</p> <p>🕒 Grammar Point – complex sentence</p> <p>A complex sentence is formed when we join 2 clauses with a connective: a main (or ‘independent’) clause, and a subordinate (or ‘dependent’) clause.</p> <p>🕒 Grammar Point – subordinating conjunction</p> <p>A subordinating conjunction (e.g. <i>when, if, because, since, although</i>) introduces a subordinate clause.</p> <p>🕒 Grammar – compound sentence</p> <p>A compound sentence is formed when we join two main clauses with a connective.</p> <p>In a compound sentence the clauses are linked by a coordinating conjunction (and, but, so, or).</p> <p>🕒 Grammar Point – co-ordinating conjunction</p> <p>A co-ordinating conjunction (and, but, so, or) links two words or phrases together as an equal pair</p> <p>🕒 Grammar Point – formation of ordinal numbers</p> <p>Ordinal numbers are usually formed by adding the suffix <i>-ième</i> to the cardinal number.</p> <p>🕒 Grammar Point – letter salutations</p> <p>In English, the usual letter salutation is ‘Dear’. In French, it is <i>Cher</i> to a male recipient, and <i>Chère</i> to a female recipient.</p> <p>Writing a letter</p> <table border="0"> <tr> <td>Chère amie</td> <td>Dear friend (to a girl)</td> </tr> <tr> <td>Cher ami</td> <td>Dear friend (to a boy)</td> </tr> <tr> <td>c’est bien !</td> <td>it’s good/nice!</td> </tr> <tr> <td>c’est super !</td> <td>it’s super!</td> </tr> <tr> <td>c’est très intéressant !</td> <td>it’s very interesting!</td> </tr> <tr> <td>malheureusement</td> <td>unfortunately</td> </tr> <tr> <td>écris-moi pour me le dire</td> <td>write to me to tell me</td> </tr> <tr> <td>pour les touristes</td> <td>for the tourists</td> </tr> </table> <p>🕒 Language Learning Strategies</p> <p>learn new vocabulary by</p> <ul style="list-style-type: none"> saying words 10 times under breath learn spellings by look-cover-write-check do high-speed testing with a partner. <p>🕒 Knowledge about France and the UK – postal codes in Paris and London</p> <p>In Paris, the last 2 digits of the postcode show the number of the arrondissement; the first 2 digits show the region of France, which for Paris is 75. The post code for the 15th arrondissement is 75015,</p> <p>In London, the first part of the postcode is made up of a compass point (N, S, E, W) plus a number starting from 1. The post code for 10 Downing Street is SW1A 2AA.</p>	une bibliothèque	a library	une école	a school	une église	a church	une patinoire	an ice rink	une piscine	a swimming pool	le deuxième arrondissement	the 2 nd arrondissement	Chère amie	Dear friend (to a girl)	Cher ami	Dear friend (to a boy)	c’est bien !	it’s good/nice!	c’est super !	it’s super!	c’est très intéressant !	it’s very interesting!	malheureusement	unfortunately	écris-moi pour me le dire	write to me to tell me	pour les touristes	for the tourists
une bibliothèque	a library																														
une école	a school																														
une église	a church																														
une patinoire	an ice rink																														
une piscine	a swimming pool																														
le deuxième arrondissement	the 2 nd arrondissement																														
Chère amie	Dear friend (to a girl)																														
Cher ami	Dear friend (to a boy)																														
c’est bien !	it’s good/nice!																														
c’est super !	it’s super!																														
c’est très intéressant !	it’s very interesting!																														
malheureusement	unfortunately																														
écris-moi pour me le dire	write to me to tell me																														
pour les touristes	for the tourists																														

<p>Year 5 Niveau rouge – Module 5</p> <p>Summer 1</p>	<p>Topic Specific Intent:</p> <p>Leçon 21 - learn the number 50, and practise using numbers 1-50 - learn how to ask where someone is going, and how to say where you are going - use the preposition <i>à</i> with the definite article <i>la</i> : <i>à la</i> - revise the functions of a preposition, pronoun and verb</p> <p>Leçon 22 - practise using numbers 1-50 - use the preposition <i>à</i> with the definite article <i>le</i>: <i>au</i> - learn how the preposition <i>à</i> and the definite article <i>le</i> must elide to form a new word, <i>au</i>. - be introduced to the 4th arrondissement and its monuments.</p> <p>Leçon 23 - use the preposition <i>à</i> with the definite article <i>l'</i>: <i>à l'</i> - practise speaking about the 2nd and 4th arrondissements - revise the use of the definite article and the concept of elision.</p> <p>Leçon 24 - be introduced to the days of the week - use the preposition <i>à</i> with a clock time, to form an adverbial phrase of time - learn about the etymology of the days of the week</p> <p>Leçon 25 - create complex spoken sentences on world clocks using the subordinating conjunction <i>quand</i> - learn that the time in Sydney is 10 hours ahead of the time in Paris - practise using the preposition <i>à</i> to create adverbial phrases of time and place in sentences - create some written sentences if time</p>	<p>Vocabulary: Vocabulary</p> <table border="1"> <tr> <td>Days of the week</td> <td>Number</td> <td>Question and answer</td> </tr> <tr> <td>les jours de la semaine</td> <td>cinquante</td> <td>Où vas-tu ? Where are you going?</td> </tr> <tr> <td>lundi</td> <td>50</td> <td>Je vais à la... I'm going to the...</td> </tr> <tr> <td>mardi</td> <td></td> <td>Je vais au... I'm going to the...</td> </tr> <tr> <td>mercredi</td> <td></td> <td>Je vais à l'... I'm going to the...</td> </tr> <tr> <td>jeudi</td> <td></td> <td></td> </tr> <tr> <td>vendredi</td> <td></td> <td></td> </tr> <tr> <td>samedi</td> <td></td> <td></td> </tr> <tr> <td>dimanche</td> <td></td> <td></td> </tr> </table> <p>Time</p> <table border="1"> <tr> <td>à quelle heure...?</td> <td>at what time...?</td> </tr> <tr> <td>à une heure</td> <td>at one o'clock</td> </tr> </table> <p>Grammar and Pronunciation</p> <p>ⓐ Grammar Point – preposition A preposition tells us <u>when</u> or <u>where</u> something is, e.g. <u>at</u> 3 o'clock she is going <u>to</u> the library.</p> <p>ⓑ Grammar Point – preposition à The preposition <i>à</i> is used before the names of towns and cities, e.g. <i>j'habite à Paris, je vais à Londres.</i></p> <p>ⓒ Grammar Point – preposition à The preposition <i>à</i> can be used with all forms of the definite article, e.g. <i>je vais à la piscine, je vais à l'hôpital.</i> If the definite article is <i>le</i>, the preposition combines with it to form a new word – <i>au</i>, e.g., <i>je vais au café.</i></p> <p>ⓓ Grammar Point – pronoun A pronoun can replace a noun. It can represent a person, place or thing. We usually use a pronoun when we already know which noun it is referring to. The French pronoun <i>je</i> is the equivalent of the English pronoun <i>I</i>.</p> <p>ⓔ Grammar Point – verb A verb expresses an action or a state of being. It describes what is happening. It is sometimes called a "doing word" because it can name an action that someone does.</p> <p>ⓕ Grammar – adverb of time or place An adverb of time answers the question "When?" An adverb of place answers the question "Where?" An adverb can tell us when or where the action is taking place, e.g. <i>Je vais à la patinoire à cinq heures.</i> An adverbial phrase often consists of a preposition and a noun, or noun phrase.</p> <p>ⓖ Grammar – the definite article The definite article is used with the names of countries (<i>l'Angleterre, le Pays de Galles, la France</i>) and with the names of monuments (<i>l'Île de la Cité, le Louvre, la Tour Eiffel</i>).</p> <p>ⓗ Grammar Point – the definite article The definite article can also be used with the names of buildings and places in a town: <i>l'hôpital, la banque, le parc.</i></p> <p>ⓘ Etymology – days of the week The Romans named the days after the planets. The Latin <i>dies</i> means 'day'; <i>dies Lunae</i> means 'day of the Moon'. The letters <i>di</i> in the French words are a vestige of the Latin word. The English word 'day' does not derive from the Latin <i>dies</i> – this is a false cognate.</p> <p>ⓙ Grammar Point – days of the week In English, the days of the week are considered proper nouns, and they are always written with a capital letter. In French, the days of the week are not written with a capital letter, unless they are the first word in a sentence.</p> <p>ⓚ Knowledge about the world – Sydney Sydney is a city in southeast Australia, located in the state of New South Wales, on the shores of the Tasman Sea. With a population of 4,840,600, Sydney is the most populous city in Australia, ahead of Melbourne and Brisbane.</p> <p>ⓛ World clocks – Paris & Sydney The time in Sydney is 10 hours ahead of the time in Paris.</p> <p>Grammar and Pronunciation:</p>	Days of the week	Number	Question and answer	les jours de la semaine	cinquante	Où vas-tu ? Where are you going?	lundi	50	Je vais à la... I'm going to the...	mardi		Je vais au... I'm going to the...	mercredi		Je vais à l'... I'm going to the...	jeudi			vendredi			samedi			dimanche			à quelle heure...?	at what time...?	à une heure	at one o'clock								
Days of the week	Number	Question and answer																																							
les jours de la semaine	cinquante	Où vas-tu ? Where are you going?																																							
lundi	50	Je vais à la... I'm going to the...																																							
mardi		Je vais au... I'm going to the...																																							
mercredi		Je vais à l'... I'm going to the...																																							
jeudi																																									
vendredi																																									
samedi																																									
dimanche																																									
à quelle heure...?	at what time...?																																								
à une heure	at one o'clock																																								
<p>Year 5 Niveau rouge – Module 6</p> <p>Summer 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 26 - be introduced to verb phrases that describe leisure activities - learn about the infinitive form of the verb - learn to create "purpose clauses" to express what I am going to do. - use the structure <i>pour</i> + infinitive - be introduced to the 5th arrondissement and its monuments</p> <p>Leçon 27 - use the pronouns <i>il</i> and <i>elle</i> to create sentences about Julien and Nora - use conjugated verb forms to create sentences about Julien and Nora - use an adverbial phrase of time as a sentence opener, e.g. <i>à neuf heures.</i> - be introduced to the 7th arrondissement and its monuments</p> <p>Leçon 28 - practice creating spoken sentences to say where I am going, and for what purpose - to use a diary template, to create sentences about Nora and Julien, to say where they are going and for what purpose - learn what a boulevard is</p>	<p>Vocabulary:</p> <table border="1"> <tr> <td>Verbs (activities)</td> <td>Paris monuments</td> <td></td> </tr> <tr> <td>faire du skate</td> <td>la Fontaine Saint-Michel</td> <td>St. Michael's fountain</td> </tr> <tr> <td>jouer au football</td> <td>le Jardin des Plantes</td> <td>the Botanic Gardens</td> </tr> <tr> <td>faire du vélo</td> <td>le Musée national du Moyen Âge</td> <td>National Medieval Museum</td> </tr> <tr> <td>jouer au tennis</td> <td>le Panthéon</td> <td>the Pantheon</td> </tr> <tr> <td>faire un pique-nique</td> <td>la Sorbonne</td> <td>the Sorbonne</td> </tr> <tr> <td>nager</td> <td></td> <td></td> </tr> <tr> <td>emprunter un livre</td> <td></td> <td></td> </tr> <tr> <td>patiner</td> <td>Paris arrondissements</td> <td></td> </tr> <tr> <td>faire des courses</td> <td>le 7^{ème} arrondissement</td> <td>the 7th arrondissement</td> </tr> <tr> <td>boire une lemonade</td> <td>le 8^{ème} arrondissement</td> <td>the 8th arrondissement</td> </tr> <tr> <td>voir un film</td> <td>le 16^{ème} arrondissement</td> <td>the 16th arrondissement</td> </tr> <tr> <td>voir une pièce</td> <td></td> <td></td> </tr> </table> <p>Grammar and Pronunciation:</p>	Verbs (activities)	Paris monuments		faire du skate	la Fontaine Saint-Michel	St. Michael's fountain	jouer au football	le Jardin des Plantes	the Botanic Gardens	faire du vélo	le Musée national du Moyen Âge	National Medieval Museum	jouer au tennis	le Panthéon	the Pantheon	faire un pique-nique	la Sorbonne	the Sorbonne	nager			emprunter un livre			patiner	Paris arrondissements		faire des courses	le 7 ^{ème} arrondissement	the 7 th arrondissement	boire une lemonade	le 8 ^{ème} arrondissement	the 8 th arrondissement	voir un film	le 16 ^{ème} arrondissement	the 16 th arrondissement	voir une pièce		
Verbs (activities)	Paris monuments																																								
faire du skate	la Fontaine Saint-Michel	St. Michael's fountain																																							
jouer au football	le Jardin des Plantes	the Botanic Gardens																																							
faire du vélo	le Musée national du Moyen Âge	National Medieval Museum																																							
jouer au tennis	le Panthéon	the Pantheon																																							
faire un pique-nique	la Sorbonne	the Sorbonne																																							
nager																																									
emprunter un livre																																									
patiner	Paris arrondissements																																								
faire des courses	le 7 ^{ème} arrondissement	the 7 th arrondissement																																							
boire une lemonade	le 8 ^{ème} arrondissement	the 8 th arrondissement																																							
voir un film	le 16 ^{ème} arrondissement	the 16 th arrondissement																																							
voir une pièce																																									

	<p>Leçon 29</p> <ul style="list-style-type: none"> - revise my favourite colour - create spoken and written sentences that include time, place and purpose - be introduced to the 16th arrondissement and its monuments - learn what <i>un immeuble</i> is <p>Leçon 30</p> <ul style="list-style-type: none"> - revise how to talk about what there is in the garden - practise simple conversations to exchange personal information - learn how to fill out a simple form giving personal information 	<p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – infinitive The infinitive is the basic, un conjugated form of a verb, sometimes called the name of the verb. It is the form of the verb used as the head word in a dictionary.</p> <p>🕒 Grammar Point - a conjugated verb A conjugated verb is a verb that has been changed to communicate an idea such as the person or tense.</p> <p>🕒 Grammar Point – clause of purpose A clause of purpose can show why somebody does something. It answers the questions <i>Why?</i> or <i>What for?</i> It is always a subordinate clause.</p> <p>🕒 Knowledge about France – un immeuble <i>Un immeuble</i> is a multi-storey building, often a block of flats.</p> <p>🕒 Knowledge about France – la Statue de la Liberté The statue on the Île aux Cygnes in Paris is a miniature of her bigger sister in New York, USA.</p> <p>🕒 Knowledge about France – la Gare Saint-Lazare Paris Saint-Lazare is a large railway station in Paris.</p> <p>🕒 Knowledge about France – la Place de l'Étoile La Place de l'Étoile is a large road junction, the meeting point of twelve straight avenues.</p> <p>🕒 Knowledge about France – Charles de Gaulle Charles de Gaulle was a former president of France.</p> <p>🕒 Knowledge about France – le Musée national du Moyen Âge <i>Le Musée National du Moyen Âge</i> houses a variety of important medieval artefacts, including the tapestries <i>La Dame à la Licorne</i>.</p> <p>🕒 Knowledge about France – la Sorbonne <i>La Sorbonne</i> is the University of Paris.</p> <p>🕒 Knowledge about France – le Musée Rodin The Musée Rodin dedicated to the works of the sculptor Rodin.</p> <p>🕒 Knowledge about France – les Champs-Élysées The Avenue des Champs-Élysées is a large boulevard.</p> <p>🕒 Knowledge about France – a boulevard A boulevard is a type of large road, usually running through a city.</p>																																																						
<p>Year 6 Ongoing Learning opportunities.</p>	<p>Greeting children on a morning/afternoon/around school. Taking the register in French – Children increase to Bonjour Madame/Monsieur, as well as stating how they are in French. Counting beyond 40 when standing in a line/ counting out items for PE/ during game warm-ups. Recognise colours in French when doing art/recall when lining up. Practise saying the days of week and months of the year when English is written on the board. Children ask for classroom stationary in French during lessons. Classroom instructions to be given in French.</p>																																																							
<p>Year 6 NC REF</p>	<p>National Curriculum POS for languages runs throughout KS2</p> <p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>																																																							
<p>Year 6 Niveau tricolore – Module 1 Autumn 1</p>	<p>Topic Specific Intent:</p> <p>Leçon 1</p> <ul style="list-style-type: none"> - revise classroom language - learn to use the informal greeting <i>Salut !</i> - learn how to ask someone how they are, and how to respond (informal language) - be introduced to <i>et toi ?</i> as a device for asking a question - learn about the cedilla, and how it affects pronunciation <p>Leçon 2</p> <ul style="list-style-type: none"> - revise numbers 1-31 - learn the months of the year - learn about upper and lower case letters with months in English and French - practise spelling strategies - use rhymes to help remember the number of days in each month <p>Leçon 3</p> <ul style="list-style-type: none"> - practise using the question <i>et toi?</i> to ask a question based on a statement - practise using ordinal numbers to identify months of the year 	<p><i>Vocabulary:</i></p> <table border="1"> <tr> <td colspan="2">Greeting</td> <td colspan="4">Months of the year</td> </tr> <tr> <td>Salut !</td> <td>Hi!</td> <td>janvier</td> <td>January</td> <td>juillet</td> <td>July</td> </tr> <tr> <td></td> <td></td> <td>février</td> <td>February</td> <td>août</td> <td>August</td> </tr> <tr> <td></td> <td></td> <td>mars</td> <td>March</td> <td>septembre</td> <td>September</td> </tr> <tr> <td>Ça va ?</td> <td>How are you?</td> <td>avril</td> <td>April</td> <td>octobre</td> <td>October</td> </tr> <tr> <td>Comment ça va ?</td> <td></td> <td>mai</td> <td>May</td> <td>novembre</td> <td>November</td> </tr> <tr> <td>Comment vas-tu ?</td> <td></td> <td>juin</td> <td>June</td> <td>décembre</td> <td>December</td> </tr> <tr> <td>Ça va, et toi ?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ça va, Oui, ça va, Ça va bien, merci</td> <td>I'm fine, thanks.</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><i>Grammar and Pronunciation:</i></p>	Greeting		Months of the year				Salut !	Hi!	janvier	January	juillet	July			février	February	août	August			mars	March	septembre	September	Ça va ?	How are you?	avril	April	octobre	October	Comment ça va ?		mai	May	novembre	November	Comment vas-tu ?		juin	June	décembre	December	Ça va, et toi ?						Ça va, Oui, ça va, Ça va bien, merci	I'm fine, thanks.				
Greeting		Months of the year																																																						
Salut !	Hi!	janvier	January	juillet	July																																																			
		février	February	août	August																																																			
		mars	March	septembre	September																																																			
Ça va ?	How are you?	avril	April	octobre	October																																																			
Comment ça va ?		mai	May	novembre	November																																																			
Comment vas-tu ?		juin	June	décembre	December																																																			
Ça va, et toi ?																																																								
Ça va, Oui, ça va, Ça va bien, merci	I'm fine, thanks.																																																							

	<ul style="list-style-type: none"> - revise how the circumflex accent is used <p>Leçon 4</p> <ul style="list-style-type: none"> - revise how to say your age, including using <i>et toi ?</i> - learn how to write and say the date in English and French - learn how to ask the date of someone's birthday, and how to say the date of your birthday <p>Leçon 5</p> <ul style="list-style-type: none"> - revise the days of the week - practise writing the date - learn how to write the date in numerical form - learn about the origin of upper and lower case letters 	<p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – informal speech There is a difference between vocabulary typical of informal and formal speech, e.g. <i>Salut, ça va and et toi ?</i> are informal.</p> <p>🕒 Grammar Point – question tag <i>Et toi ?</i> is a question tag that can ask the same question that has just been asked, or can ask a question based on a statement. There is no simple equivalent in English.</p> <p>🕒 Grammar Point – capital letters and months of the year The months of the year begin with a capital letter in English, as they are proper nouns. In French, the months are common nouns; they do not begin with a capital letter, unless they are the first word in the sentence.</p> <p>🕒 Grammar Point – terminology of upper and lower case The terms <i>upper case</i> and <i>lower case</i> originate from the early days of the printing press, when the letter blocks were stored in cases.</p> <p>🌍 Knowledge about the world – numerical date format In the UK, France and the rest of Europe, the numerical date format is DD.MM.YY or DD.MM.YYYY</p> <p>🕒 Grammar Point – ordinal and cardinal numbers in the date In English, ordinal numbers are always used when saying the date. In French, cardinal numbers are used when saying the date, with the exception of the first day of the month: <i>le premier février</i>.</p> <p>🕒 Grammar Point – letter suffixes in the written date In English, ordinal numbers with letter suffixes are used when writing the date by hand, but letter suffixes are not used when word processing, or using a keyboard to type. In French, cardinal numbers are used when writing the date by hand, and also when word processing, or using a keyboard to type, with the exception of the first day of the month: <i>le 1^{er} mai, le 2 mai</i>.</p> <p>🕒 Knowledge about French – writing the date on the board If the day of the week is not included, the date begins with the definite article. A capital letter is used at the start of the phrase. No commas are used in French dates. If the day of the week is included, it is the first word in the phrase, and it replaces the definite article. A capital letter is used at the start of the phrase.</p> <p>🌍 Knowledge about the world – months of the year The months of the year are not all the same length. Most months have 31 days: January, March, May, July, August, October, December. Some have 30 days: April, June, September, November. February has 28 days, but 29 in a leap year.</p> <p>📖 Language Learning Strategy – rhymes or poems to aid memorisation <i>Rhymes</i> can aid memorisation, e.g. 30 days hath September.</p> <p>🔤 Spelling Point – the circumflex accent The circumflex accent is used over any vowel to show that a historical letter has disappeared from the spelling of the word, e.g. the 's' from August → <i>août</i>.</p> <p>🗣️ Pronunciation and Spelling – the cedilla (ç) The cedilla is a hook or tail that is placed underneath the letter 'c' to show that it is pronounced like an 's' rather than a 'k' (e.g. <i>facade</i>). It is used before the vowel letters 'a', 'o' and 'u' if the 'c' needs to remain soft.</p>
--	--	--

<p>Year 6 Niveau tricolore – Module 2 Autumn 2</p>	<p>Topic Specific Intent:</p> <p>Leçon 6</p> <ul style="list-style-type: none"> - learn to name some typical classroom objects (masculine nouns) - ask and answer questions about classroom objects - practise dictionary skills by sorting words into alphabetical order - hear the letters of the French alphabet - learn that alphabetical knowledge is important for many types of reference materials <p>Leçon 7</p> <ul style="list-style-type: none"> - be introduced to la Fête de Saint Nicolas (Saint Nicholas's Day) - learn how to ask for, and give, something politely - revise the position of adjectives of colour (they follow the noun) - learn about formal and informal language, <i>s'il vous plaît, s'il te plaît</i> - learn about the date of St. Nicholas's day and how it is celebrated <p>Leçon 8</p> <ul style="list-style-type: none"> - learn about the date of Christmas Eve and how it is celebrated - create long spoken sentences about the classroom, using nouns and adjectives - learn to name some more typical classroom objects (feminine and plural nouns) <p>Leçon 9</p> <ul style="list-style-type: none"> - learn about the date of Christmas Day and how Christmas is celebrated - revise how nouns form their plural by adding 's' - learn that nouns ending in <i>-eau</i> form their plural by adding 's' - understand that some nouns have irregular plural forms in English - create spoken and written sentences about the classroom, using a variety of nouns and adjectives <p>Leçon 10</p> <ul style="list-style-type: none"> - learn how to spell my name, and other familiar words, using French alphabet letters - learn how to say what my nationality is - learn how to say which languages are spoken in the UK, and if I can speak other languages - learn how to say a postal address - be introduced to the personal pronoun <i>on</i> 	<p><i>Vocabulary:</i></p> <table border="1"> <tr> <td>Festivals</td> <td>Questions and answers</td> <td>dans la salle de classe</td> <td>in the classroom</td> </tr> <tr> <td>la fête de Saint Nicolas / St. Nicholas's Day</td> <td>On parle quelles langues au Royaume-Uni ? Which languages are spoken in the UK?</td> <td>un cahier an exercise book</td> <td>un crayon a pencil</td> </tr> <tr> <td>la Saint-Nicolas</td> <td>On parle l'anglais, le gallois, le gaélique écossaise et le cornique</td> <td>un dictionnaire a dictionary</td> <td>un feutre a marker pen</td> </tr> <tr> <td>la veille de Noël / Christmas Eve</td> <td>Est-ce que tu parles d'autres langues ? Can you speak any other languages?</td> <td>un pinceau a paintbrush</td> <td>un stylo a pen</td> </tr> <tr> <td>le jour de Noël / Christmas Day</td> <td>Avec qui ? With whom?</td> <td>une trousse a pencil case</td> <td>une gomme a rubber</td> </tr> <tr> <td></td> <td>Quelle est ton adresse ? What is your address?</td> <td>une règle a ruler</td> <td>des ciseaux scissors</td> </tr> <tr> <td></td> <td>À bientôt ! See you soon!</td> <td>Tu peux me donner xx, s'il te plaît ? Please could you pass me xx?</td> <td>voilà ! here you are</td> </tr> <tr> <td></td> <td></td> <td>merci thank you</td> <td>je t'en prie you're welcome</td> </tr> </table> <p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – position of the adjective In French, most adjectives follow the noun, including adjectives of colour. Some adjectives, such as <i>petit</i> and <i>grand</i>, precede the noun.</p> <p>🕒 Grammar Point – nationality Words that describe nationality are adjectives, e.g. <i>je suis britannique</i>.</p> <p>🕒 Grammar Point – the subject pronoun on <i>On</i> is an impersonal pronoun; when French uses <i>on</i>, English sometimes uses the passive voice of the verb.</p> <p>🕒 Grammar Point – formal and informal language In a formal situation, we use s'il vous plaît, when speaking to one or more people. It is also used informally when speaking to more than one person. In an informal situation, s'il te plaît is used, speaking to one person.</p> <p>🕒 Grammar Point – plural nouns Regular plurals add 's'. Nouns that end in <i>-eau</i> in the singular form their plural by adding 'x', e.g. <i>un gâteau</i> → <i>des gâteaux</i>.</p> <p>🕒 Grammar Point – plural nouns and adjectives In French, an adjective agrees with a noun by gender and by number. A feminine adjective usually adds 'e', unless it already ends in 'e'. A plural adjective usually adds 's', unless it already ends in 's'.</p> <p>🕒 Grammar Point – invariable adjectives Some colour adjectives are derived from nouns, such as animals, flowers, fruits, gems, and metals, and are usually invariable, e.g. <i>orange</i>. An invariable adjective does not show any agreement with the noun it is qualifying. Some colour adjectives, derived from nouns, behave as variable adjectives, e.g. <i>rose</i>.</p> <p>📖 Dictionary skills A <i>bilingual</i> dictionary contains equivalent words in 2 languages. Headwords are usually shown in colour, in French in one half of the dictionary and in English in the other, listed in alphabetical order. Each entry in a dictionary begins with a headword. Written information is almost always stored in alphabetical order in reference material.</p> <p>🗣️ Knowledge about French – the alphabet The French alphabet and the English alphabet are identical in appearance, & have 26 letters.</p> <p>🗣️ Knowledge about France The date of la Fête de Saint Nicolas is 6th December. The date of la Veille de Noël is 24th December. The date of le Jour de Noël is 25th December.</p>	Festivals	Questions and answers	dans la salle de classe	in the classroom	la fête de Saint Nicolas / St. Nicholas's Day	On parle quelles langues au Royaume-Uni ? Which languages are spoken in the UK?	un cahier an exercise book	un crayon a pencil	la Saint-Nicolas	On parle l'anglais, le gallois, le gaélique écossaise et le cornique	un dictionnaire a dictionary	un feutre a marker pen	la veille de Noël / Christmas Eve	Est-ce que tu parles d'autres langues ? Can you speak any other languages?	un pinceau a paintbrush	un stylo a pen	le jour de Noël / Christmas Day	Avec qui ? With whom?	une trousse a pencil case	une gomme a rubber		Quelle est ton adresse ? What is your address?	une règle a ruler	des ciseaux scissors		À bientôt ! See you soon!	Tu peux me donner xx, s'il te plaît ? Please could you pass me xx?	voilà ! here you are			merci thank you	je t'en prie you're welcome
Festivals	Questions and answers	dans la salle de classe	in the classroom																															
la fête de Saint Nicolas / St. Nicholas's Day	On parle quelles langues au Royaume-Uni ? Which languages are spoken in the UK?	un cahier an exercise book	un crayon a pencil																															
la Saint-Nicolas	On parle l'anglais, le gallois, le gaélique écossaise et le cornique	un dictionnaire a dictionary	un feutre a marker pen																															
la veille de Noël / Christmas Eve	Est-ce que tu parles d'autres langues ? Can you speak any other languages?	un pinceau a paintbrush	un stylo a pen																															
le jour de Noël / Christmas Day	Avec qui ? With whom?	une trousse a pencil case	une gomme a rubber																															
	Quelle est ton adresse ? What is your address?	une règle a ruler	des ciseaux scissors																															
	À bientôt ! See you soon!	Tu peux me donner xx, s'il te plaît ? Please could you pass me xx?	voilà ! here you are																															
		merci thank you	je t'en prie you're welcome																															

<p>Year 6 Niveau tricolore– Module 3 Spring 1</p>	<p>Topic Specific Intent: Leçon 11</p> <ul style="list-style-type: none"> - learn to say how I come to school - learn to say at what time I arrive at school - revise the infinitive form of a verb - look at a verb paradigm to see how to conjugate a regular –er verb (<i>arriver</i>) and an irregular verb (<i>venir</i>) in the present tense - learn about the dates of 1 January, <i>le Jour de l'An</i>, and 6 January, <i>le Jour des Rois</i>, and how they are celebrated <p>Leçon 12</p> <ul style="list-style-type: none"> - learn how to talk about routine events and times during the school day - learn how to conjugate the irregular verb <i>aller</i> in the present tense - be introduced to some information about primary schools in France <p>Leçon 13</p> <ul style="list-style-type: none"> - learn to ask and answer the question <i>Qu'est-ce que tu fais?</i> - learn to describe what I do during break time at school - gain further experience of the question tag <i>et toi ?</i> - learn to use the response phrase <i>Moi aussi</i>. - gain further insight in how to conjugate regular –er verbs in the present tense: <i>manger, jouer, parler</i> - be introduced to <i>le goûter</i> (a break-time snack) <p>Leçon 14</p> <ul style="list-style-type: none"> - revise numbers 1-40 - Talk about my favourite school subjects - revise the definite articles <i>le, la, l' and les</i> <p>Leçon 15</p> <ul style="list-style-type: none"> - revise numbers 41 to 50 - talk about what I like doing in French lessons - read and understand the key points in a letter about school life - speak and write at length about my school life - be introduced to the present tense conjugated forms of <i>écrire, lire</i> and <i>faire</i> 	<p>Vocabulary:</p> <table border="0"> <tr> <td>Festivals</td> <td>School routine</td> <td>Pendant la récréation</td> <td>At break time</td> </tr> <tr> <td><i>le Jour de l'An</i> <i>le Jour des Rois</i> Epiphany</td> <td><i>Tu prends le petit déjeuner à quelle heure ?</i> <i>Je prends le petit déjeuner...</i> <i>Les cours commencent à quelle heure ?</i> <i>la récréation</i> <i>le déjeuner, c'est à quelle heure ?</i> <i>L'école finit à quelle heure ?</i></td> <td><i>Qu'est-ce que tu fais pendant la récréation ?</i> <i>je parle avec mes camarades</i> <i>je joue avec mes camarades</i> <i>je prends mon goûter</i> <i>je parle avec les profs</i> <i>je vais à la bibliothèque</i> <i>je vais aux toilettes</i> <i>je joue au football</i> <i>Moi aussi</i></td> <td><i>What time do you have breakfast?</i> <i>I have breakfast...</i> <i>What time do lessons start?</i> <i>break-time</i> <i>What time is lunch?</i> <i>What time does school finish?</i> <i>What do you do at break-time?</i> <i>I chat with my friends</i> <i>I play with my friends</i> <i>I eat my snack</i> <i>I chat with the teachers</i> <i>I go to the library</i> <i>I go to the toilet</i> <i>I play football</i> <i>So do I / me too</i></td> </tr> </table>	Festivals	School routine	Pendant la récréation	At break time	<i>le Jour de l'An</i> <i>le Jour des Rois</i> Epiphany	<i>Tu prends le petit déjeuner à quelle heure ?</i> <i>Je prends le petit déjeuner...</i> <i>Les cours commencent à quelle heure ?</i> <i>la récréation</i> <i>le déjeuner, c'est à quelle heure ?</i> <i>L'école finit à quelle heure ?</i>	<i>Qu'est-ce que tu fais pendant la récréation ?</i> <i>je parle avec mes camarades</i> <i>je joue avec mes camarades</i> <i>je prends mon goûter</i> <i>je parle avec les profs</i> <i>je vais à la bibliothèque</i> <i>je vais aux toilettes</i> <i>je joue au football</i> <i>Moi aussi</i>	<i>What time do you have breakfast?</i> <i>I have breakfast...</i> <i>What time do lessons start?</i> <i>break-time</i> <i>What time is lunch?</i> <i>What time does school finish?</i> <i>What do you do at break-time?</i> <i>I chat with my friends</i> <i>I play with my friends</i> <i>I eat my snack</i> <i>I chat with the teachers</i> <i>I go to the library</i> <i>I go to the toilet</i> <i>I play football</i> <i>So do I / me too</i>	<table border="0"> <tr> <td>Les matières</td> <td>School subjects</td> <td>Dans la classe de français</td> <td>In French lessons</td> </tr> <tr> <td><i>l'allemand</i> <i>l'anglais</i> <i>le dessin</i> <i>l'éducation physique</i> <i>l'espagnol</i> <i>le français</i> <i>la géographie</i> <i>l'histoire</i> <i>l'informatique</i> <i>les maths</i> <i>la musique</i> <i>les sciences</i> <i>Quelle est ta matière préférée?</i></td> <td>German English art PE Spanish French geography history ICT maths music science What is your favourite subject ?</td> <td><i>Qu'est-ce que tu aimes faire dans la classe de français ?</i> <i>parler français</i> <i>chanter</i> <i>lire des phrases</i> <i>écrire des phrases</i> <i>écouter des histoires</i> <i>regarder des films</i> <i>apprendre des comptines</i> <i>en savoir plus sur Paris</i> <i>lire des livres</i> <i>jouer à des jeux</i> <i>bricoler</i></td> <td><i>What do you like doing in French lessons?</i> <i>to speak French to sing to read sentences</i> <i>to write sentences to listen to stories</i> <i>to watch films</i> <i>to learn rhymes</i> <i>to learn about Paris</i> <i>to read books to play games to do craft activities</i></td> </tr> </table>	Les matières	School subjects	Dans la classe de français	In French lessons	<i>l'allemand</i> <i>l'anglais</i> <i>le dessin</i> <i>l'éducation physique</i> <i>l'espagnol</i> <i>le français</i> <i>la géographie</i> <i>l'histoire</i> <i>l'informatique</i> <i>les maths</i> <i>la musique</i> <i>les sciences</i> <i>Quelle est ta matière préférée?</i>	German English art PE Spanish French geography history ICT maths music science What is your favourite subject ?	<i>Qu'est-ce que tu aimes faire dans la classe de français ?</i> <i>parler français</i> <i>chanter</i> <i>lire des phrases</i> <i>écrire des phrases</i> <i>écouter des histoires</i> <i>regarder des films</i> <i>apprendre des comptines</i> <i>en savoir plus sur Paris</i> <i>lire des livres</i> <i>jouer à des jeux</i> <i>bricoler</i>	<i>What do you like doing in French lessons?</i> <i>to speak French to sing to read sentences</i> <i>to write sentences to listen to stories</i> <i>to watch films</i> <i>to learn rhymes</i> <i>to learn about Paris</i> <i>to read books to play games to do craft activities</i>
Festivals	School routine	Pendant la récréation	At break time																
<i>le Jour de l'An</i> <i>le Jour des Rois</i> Epiphany	<i>Tu prends le petit déjeuner à quelle heure ?</i> <i>Je prends le petit déjeuner...</i> <i>Les cours commencent à quelle heure ?</i> <i>la récréation</i> <i>le déjeuner, c'est à quelle heure ?</i> <i>L'école finit à quelle heure ?</i>	<i>Qu'est-ce que tu fais pendant la récréation ?</i> <i>je parle avec mes camarades</i> <i>je joue avec mes camarades</i> <i>je prends mon goûter</i> <i>je parle avec les profs</i> <i>je vais à la bibliothèque</i> <i>je vais aux toilettes</i> <i>je joue au football</i> <i>Moi aussi</i>	<i>What time do you have breakfast?</i> <i>I have breakfast...</i> <i>What time do lessons start?</i> <i>break-time</i> <i>What time is lunch?</i> <i>What time does school finish?</i> <i>What do you do at break-time?</i> <i>I chat with my friends</i> <i>I play with my friends</i> <i>I eat my snack</i> <i>I chat with the teachers</i> <i>I go to the library</i> <i>I go to the toilet</i> <i>I play football</i> <i>So do I / me too</i>																
Les matières	School subjects	Dans la classe de français	In French lessons																
<i>l'allemand</i> <i>l'anglais</i> <i>le dessin</i> <i>l'éducation physique</i> <i>l'espagnol</i> <i>le français</i> <i>la géographie</i> <i>l'histoire</i> <i>l'informatique</i> <i>les maths</i> <i>la musique</i> <i>les sciences</i> <i>Quelle est ta matière préférée?</i>	German English art PE Spanish French geography history ICT maths music science What is your favourite subject ?	<i>Qu'est-ce que tu aimes faire dans la classe de français ?</i> <i>parler français</i> <i>chanter</i> <i>lire des phrases</i> <i>écrire des phrases</i> <i>écouter des histoires</i> <i>regarder des films</i> <i>apprendre des comptines</i> <i>en savoir plus sur Paris</i> <i>lire des livres</i> <i>jouer à des jeux</i> <i>bricoler</i>	<i>What do you like doing in French lessons?</i> <i>to speak French to sing to read sentences</i> <i>to write sentences to listen to stories</i> <i>to watch films</i> <i>to learn rhymes</i> <i>to learn about Paris</i> <i>to read books to play games to do craft activities</i>																
<p>Year 6 Niveau tricolore– Module 4 Spring 2</p>	<p>Topic Specific Intent: Leçon 16</p> <ul style="list-style-type: none"> - be able to count up to 60 - learn to introduce members of my family - understand the function of the possessive adjective (<i>mon, ma, mes</i>) - learn about the ligature <i>œ</i> (oe stuck together) in written French and English - learn about the date of 1 April, <i>le Poisson d'avril</i>, and how it is celebrated <p>Leçon 17</p> <ul style="list-style-type: none"> - practise using questions and answers about special dates - revise descriptive sentences about a typical town (Jolieville) 	<p>Vocabulary:</p> <table border="0"> <tr> <td>Festivals</td> <td>Le travail</td> <td>Work</td> <td>As-tu des frères ou des sœurs ?</td> <td>Do you have any brothers or sisters?</td> </tr> <tr> <td><i>le Poisson d'avril</i> Préposer quelqu'un <i>voici</i> <i>mon père</i> <i>mon frère</i> <i>ma mère</i> <i>ma sœur</i> <i>mes parents</i> <i>mes frères</i> <i>mes sœurs</i></td> <td><i>travailler</i> <i>Est-ce que tes parents travaillent ?</i> <i>Oui, mes parents travaillent.</i> <i>mon père / ma mère travaille à la maison / en ville</i></td> <td><i>to work</i> <i>Do your parents work?</i> <i>Yes, my parents work</i> <i>my father / mother works at home / in town</i></td> <td><i>je suis fille unique</i> <i>je suis fils unique</i> <i>un frère</i> <i>une sœur</i></td> <td><i>I'm an only child (spoken by a girl)</i> <i>I'm an only child (spoken by a boy)</i> <i>a brother</i> <i>a sister</i></td> </tr> </table>	Festivals	Le travail	Work	As-tu des frères ou des sœurs ?	Do you have any brothers or sisters?	<i>le Poisson d'avril</i> Préposer quelqu'un <i>voici</i> <i>mon père</i> <i>mon frère</i> <i>ma mère</i> <i>ma sœur</i> <i>mes parents</i> <i>mes frères</i> <i>mes sœurs</i>	<i>travailler</i> <i>Est-ce que tes parents travaillent ?</i> <i>Oui, mes parents travaillent.</i> <i>mon père / ma mère travaille à la maison / en ville</i>	<i>to work</i> <i>Do your parents work?</i> <i>Yes, my parents work</i> <i>my father / mother works at home / in town</i>	<i>je suis fille unique</i> <i>je suis fils unique</i> <i>un frère</i> <i>une sœur</i>	<i>I'm an only child (spoken by a girl)</i> <i>I'm an only child (spoken by a boy)</i> <i>a brother</i> <i>a sister</i>							
Festivals	Le travail	Work	As-tu des frères ou des sœurs ?	Do you have any brothers or sisters?															
<i>le Poisson d'avril</i> Préposer quelqu'un <i>voici</i> <i>mon père</i> <i>mon frère</i> <i>ma mère</i> <i>ma sœur</i> <i>mes parents</i> <i>mes frères</i> <i>mes sœurs</i>	<i>travailler</i> <i>Est-ce que tes parents travaillent ?</i> <i>Oui, mes parents travaillent.</i> <i>mon père / ma mère travaille à la maison / en ville</i>	<i>to work</i> <i>Do your parents work?</i> <i>Yes, my parents work</i> <i>my father / mother works at home / in town</i>	<i>je suis fille unique</i> <i>je suis fils unique</i> <i>un frère</i> <i>une sœur</i>	<i>I'm an only child (spoken by a girl)</i> <i>I'm an only child (spoken by a boy)</i> <i>a brother</i> <i>a sister</i>															

- learn how to talk about where my parents work
- learn how to conjugate the present tense of a regular –er verb: *travailler*

Leçon 18

- revise numbers 41-60
- learn the names of 12 typical pets
- revision of pronunciation point: when the final letter in a French word is a consonant, the consonant is almost always silent, e.g. *chat, souris, furet*

Leçon 19

- revise numbers 1-12
- use spoken questions and answers to talk about pets that I have
- revise the negative adverb *ne...pas*
- revise the subject pronouns *il* and *elle*, and understand how they must match the gender of the noun they replace
- learn about the pet passport and the risk of rabies

Leçon 20

- learn to ask and answer questions about whether I have any brothers or sisters
- understand statements about brothers and sisters, and their names
- learn about the relative pronoun *qui*
- create some written compound sentences using the relative pronoun *qui*

Grammar and Pronunciation:

Number	As-tu un animal ?	Do you have a pet?	Relative pronoun
<i>soixante sixty</i>	<i>un chat</i>	a cat	<i>qui</i> who, that
	<i>un chien</i>	a dog	
	<i>un cochon d'Inde</i>	a guinea pig	
	<i>un furet</i>	a ferret	
	<i>un hamster</i>	a hamster	
	<i>un lapin</i>	a rabbit	
	<i>un phasme</i>	a stick insect	
	<i>un poisson</i>	a fish	
	<i>une perruche</i>	a budgie	
	<i>une poule</i>	a hen	
	<i>une souris</i>	a mouse	
	<i>une tortue</i>	a tortoise	

Grammar and Pronunciation

ⓐ Grammar Point – possessive adjective

A possessive adjective shows a form of possession or ownership in relation to the noun it is qualifying.

In English, the most common possessive adjectives are my, your, his, her, our and their.

ⓐ Grammar Point – possessive adjectives in French

In French, the possessive adjective 'my' has 3 forms: *mon, ma* and *mes*. Just like the definite article *le, la* and *les*, the possessive adjective must agree with the noun it is modifying, both in gender and in number.

ⓐ Grammar Point – regular -re verb paradigm

travailler (to work)	
<i>je travaille</i>	<i>nous travaillons</i>
<i>tu travailles</i>	<i>vous travaillez</i>
<i>il/elle/on travaille</i>	<i>ils/elles travaillent</i>

ⓐ Grammar Point – negative adverb

A negative adverb turns a statement into a negative statement, e.g. I have not got a cat, *je n'ai pas de chat*.

ⓐ Grammar Point – subject pronoun

The subject pronouns *il* and *elle* must match gender of the noun they are representing.

ⓐ Grammar Point – relative pronoun *qui*

The relative pronoun *qui* can join together 2 clauses to make a compound sentence.

ⓐ Spelling point – the ligature *œ*

œ is a Latin alphabet grapheme, a ligature of *o* and *e*. In medieval and early modern Latin, it was used to represent the Greek diphthong *oi*, a usage which continues in English and French.

The *œ* ligature is used in French in words such as *cœur, sœur* and *œuf*.

The *æ* ligature – *æ* – is still sometimes used in English words, e.g. 'orthopaedic', and the *œ* ligature, e.g. *œliac*, but in modern English usage the ligatures are often replaced by a single letter.

ⓐ Pronunciation point – silent final consonant

When the final letter in a French word is a consonant, the consonant is almost always silent, e.g. *chat, souris, furet*.

ⓐ Knowledge about the UK – pet passport

You can enter or return to the UK with your pet cat, dog or ferret if it has a pet passport.

There are strict controls to help prevent the spread of rabies.

ⓐ Knowledge about France

The date of *le Poisson d'avril* is 1 April.

Year 6
Niveau tricolore– Module 5
Summer 1

Topic Specific Intent:

Leçon 21

- practise using questions and answers about special dates
- learn how to describe myself (height, eye and hair colour) using spoken French
- learn about May Day, *la Fête du Muguet*, and how it is celebrated

Leçon 22

- be able to count up to 70
- write some sentences about my physical description
- understand that an adjective must agree with the noun by gender and number, and this can mean changes in spelling and pronunciation
- know that there are slight differences in the number systems of France, Belgium and Switzerland

Leçon 23

- revise how to say where I am going in the town
- learn how to say what I like wearing
- learn how to name several basic items of clothing
- understand that in English, the indefinite article can often be omitted in the plural, but it can not be omitted in French.

Leçon 24

- revise birthdays
- learn how to describe the weather

Vocabulary:

les fêtes	Festivals	Tu aimes t'habiller comment ?	What do you like to wear?	Quel temps fait-il ?	What's the weather like?
<i>la Fête du muguet</i>	May Day - Celebration of Lily of the Valley	<i>j'aime porter un t-shirt</i>	I like to wear... a tee-shirt	<i>il fait chaud</i>	it's hot/ warm
		<i>un pull</i>	a jumper	<i>il fait froid</i>	it's cold
		<i>une robe</i>	a dress	<i>il pleut</i>	it's raining
		<i>une veste</i>	a jacket	<i>il y a du soleil</i>	it's sunny
		<i>un jean</i>	jeans	<i>il neige</i>	it's snowing
		<i>un pantalon</i>	trousers	<i>il y a du vent</i>	it's windy
		<i>un short</i>	shorts		
		<i>une jupe</i>	a skirt		
		<i>des chaussures</i>	shoes		
		<i>des bottes</i>	boots		
		<i>des baskets</i>	trainers		
		<i>une casquette</i>	a cap		
		<i>un manteau</i>	a coat		
		<i>une écharpe</i>	a scarf		
		<i>des gants</i>	gloves		
		<i>un bonnet</i>	a woolly hat		
		<i>des sandales</i>	sandals		
		<i>des lunettes de soleil</i>	sunglasses		
		<i>un maillot de bain</i>	a swimming costume/ swimming trunks		
Number				Adverbial phrases	
<i>soixante-dix</i>	seventy			<i>après l'école</i>	after school
				<i>le week-end</i>	at the weekend
				<i>quand il y a du soleil</i>	when it's sunny
				<i>quand il fait froid</i>	when it's cold

	<p>- learn that <i>Météo-France</i> is the French national meteorological service</p> <p>Leçon 25</p> <ul style="list-style-type: none"> - revise question and answers about how we come to school - learn how to make a complex sentence with a main clause saying what I like to wear, and a subordinate clause describing the weather - learn about the fashion industry in France, and be introduced to some of the leading names 	<p><i>Grammar and Pronunciation:</i></p>	<p>Grammar and Pronunciation</p> <p>① Grammar Point – brun and marron</p> <p>These both mean brown, but <i>brun</i> is used with hair and <i>marron</i> with eyes.</p> <p><i>Brun</i> obeys the normal rules of agreement, but <i>marron</i> is invariable.</p> <p>① Grammar Point – adjectives</p> <p>In French, an adjective must agree with the noun it is modifying, both in gender and in number. This can mean changes in spelling and pronunciation.</p> <p>② Grammar Point – determiner</p> <p>A determiner introduces a noun.</p> <p>③ Grammar Point – indefinite article</p> <p>In English, the indefinite article can often be omitted in the plural, but it can not be omitted in French, e.g. <i>des chaussures</i> = shoes.</p>	<p>① Grammar Point – clause</p> <p>A clause is a group of words that can form a whole sentence, or that can be part of a sentence. A clause must always contain a verb.</p> <p>① Grammar Point – complex sentence</p> <p>A complex sentence is made up of a main and a subordinate clause.</p> <p>② Grammar point – subordinate clause</p> <p>A subordinate clause does not make sense as a sentence on its own. It gives extra information about the main clause.</p> <p>③ Knowledge about the French number system</p> <p>There are slight differences in the number systems of France, Belgium and Switzerland.</p>	<p>③ Knowledge about France</p> <p>May Day (1 May) in France has 2 titles - <i>la Fête du Muguet</i> and <i>la Fête du Travail</i>.</p> <p>In France, it is a public holiday to campaign for and celebrate workers rights.</p> <p>③ Knowledge about France</p> <p>France is a leading country in the fashion design industry. Famous names include <i>Christian Dior</i>, <i>Coco Chanel</i> and <i>Yves Saint Laurent</i>.</p> <p>① Knowledge about France</p> <p><i>Météo-France</i> is the French national meteorological service.</p> <p>① Knowledge about the world</p> <p>Countries all over the world share information from weather satellites, not only to monitor the weather, but to monitor environmental damage or environmental disasters or emergencies.</p>
--	---	--	--	--	---

Year 6
Niveau tricolore– Module 6
Summer 2

Topic Specific Intent:

Leçon 26

- recall the names of Paris monuments, and be able to speak about them
- learn how to ask and say where someone is
- revise the function of a preposition and a pronoun
- learn about the subject pronoun
- learn about France’s national day, *la Fête nationale*, *le quatorze juillet*, and how it is celebrated

Leçon 27

- be able to ask and answer questions about a wide range of special dates
- revise how to say where I live in the UK and be able to say something about Edinburgh
- learn to use a vocabulary sheet, to describe activities that people do in their leisure time
- learn about the popular French game of *boules*, and in particular, *pétanque*

Leçon 28

- revise questions and answers about special dates
- revise how to say where I live in the UK and be able to say something about Cardiff
- revise how to say what I like doing using *aimer* + infinitive
- learn to use a vocabulary sheet, to describe activities that I like doing in my leisure time
- memorise the conjugated forms of the verb *aimer* in the present tense

Leçon 29

- revise how to say where I live in the UK and be able to say something about Belfast
- revise how to say what I am going to do using *aller* + infinitive
- learn to use a vocabulary sheet, to describe activities that I am going to do in my leisure time
- memorise the conjugated forms of the verb *aller* in the present tense

Leçon 30

- revise how to say where I live in the UK and be able to say something about London
- consolidate prior learning by means of listening and reading comprehension, speaking and writing
- learn about the UK parliament and the French *Assemblée Nationale*

Vocabulary:

les fêtes	Festivals	Infinitive phrases (leisure activities)	Verbs
<i>la Fête nationale</i>	National Day, known in the UK as 'Bastille Day'	<i>aller au cinéma</i>	<i>aimer</i> to like <i>aller</i> to go
Adverbs of time		<i>aller à la plage</i>	
<i>le week-end</i>	at weekends	<i>aller au football</i>	
<i>après l'école</i>	after school	<i>aller au ballon</i>	
<i>pendant les vacances</i>	in the holidays	<i>aller aux boules</i>	
<i>le samedi</i>	on Saturdays	<i>aller à un jeu de société</i>	
<i>ce week-end</i>	this weekend	<i>aller avec le chien</i>	
<i>vendredi prochain</i>	next Friday	<i>aller dans l'eau</i>	
Infinitive phrases (leisure activities)		<i>aller dessiner</i>	
<i>faire du vélo</i>	to ride a bike	<i>aller nager</i>	
<i>faire un pique-nique</i>	to have a picnic	<i>aller regarder la télé</i>	
<i>faire un château de sable</i>	to build a sandcastle	<i>écouter mon iPod</i>	
<i>faire la cuisine</i>	to cook	<i>écouter une histoire</i>	
<i>faire mes devoirs</i>	to do my homework	<i>ranger ma chambre</i>	
<i>lire un magazine</i>	to read a magazine	<i>parler avec mes parents</i>	
<i>lire un livre</i>	to read a book	<i>parler avec mes amis</i>	
<i>prendre le petit-déjeuner</i>	to have breakfast	<i>bricoler</i>	
<i>apprendre un poème</i>	to learn a poem		
<i>tondre la pelouse</i>	to mow the lawn		
<i>dormir</i>	to sleep		

<i>préparer le déjeuner</i>	to make lunch
<i>manger un sandwich</i>	to eat a sandwich
<i>manger une glace</i>	to eat an ice cream
<i>aider ma mère</i>	to help my mother
<i>aider mes parents</i>	to help my parents
<i>laver la voiture</i>	to wash the car
<i>travailler à l'ordinateur</i>	to work at the computer

Grammar and Pronunciation:

		<p>Grammar and Pronunciation</p> <p>🕒 Grammar Point – pronoun A pronoun can replace a noun.</p> <p>🕒 Grammar Point – subject The subject of a sentence is a person or thing that performs the action of the verb.</p> <p>A subject pronoun is used to replace the subject (person or thing) of a verb.</p> <p>🕒 Grammar Point – preposition A preposition indicates location in space and time. In space, it shows <u>where</u> something is, e.g. <u>dans</u> la mer. In time, it indicates <u>when</u> something is, e.g. <u>à</u> huit heures et demie. Prepositions are usually followed by a noun or a pronoun, and a prepositional phrase can function as an adverbial in a sentence</p> <p>🕒 Grammar Point – aimer + infinitive A conjugated form of the verb <i>aimer</i> can be used with an infinitive to express what somebody likes doing.</p>	<p>🕒 Grammar Point – aller + infinitive – le futur proche A conjugated form of the verb <i>aller</i> can be used with an infinitive to express what somebody is going to do doing. This tens is known as <i>le futur proche</i>.</p> <p>🕒 Knowledge about the United Kingdom The United Kingdom consists of 4 countries: England, Scotland, Northern Ireland and Wales.</p>	<p>🕒 Knowledge about France <i>La Fête nationale</i> is the national day in France, and is usually known in the UK as 'Bastille Day'. In France, it is also sometimes referred to by its date, as <i>Le quatorze juillet</i>.</p> <p>🕒 Knowledge about France <i>Liberté, égalité, fraternité</i>, French for "liberty, equality, fraternity", is the national motto of France.</p> <p>🕒 Knowledge about France <i>Boules</i> and <i>Pétanque</i> are popular games, a type of bowls.</p>	
--	--	---	---	--	--