



**Himbleton C of E Primary School and Nursery**

**Whole School Long-Term Curriculum Unit of Enquiry Overview for French with Core Knowledge (Key Questions) and Vocabulary**

CYCLE A YEAR 3/4		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<b>Unit of Enquiry:</b>	<b>A Tiny Island</b>	<b>Through the Ages</b>	<b>Impactful Invaders</b>		<b>The Force of Nature</b>	<b>Living My Best Life</b>
	<b>Building Upon:</b>	International Day, International Day of Languages and exchange student visits					
	<b>Focus Concepts for French:</b>	PHONCIS AND PRONOUNICATION - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  READING – Read carefully and show understanding of	SPEAKING AND LISTENING – Appreciate stories, songs, poems and rhymes in the language  Sing a song from memory, with clear pronunciation	SPEAKING AND LISTENING - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	SPEAKING AND LISTENING -Listen attentively to spoken language and show understanding by joining in and responding  Respond to simple questions with	SPEAKING AND LISTENING - Speak in sentences, using familiar vocabulary, phrases and basic language structures  Engage in conversations; ask and answer	SPEAKING AND LISTENING - Speak in sentences, using familiar vocabulary, phrases and basic language structures  Appreciate stories, songs, poems and rhymes in the language

		<p>words, phrases and simple writing</p> <p>Recognise and read known sounds within words</p> <p>SPEAKING AND LISTENING – Speak in sentences, using familiar vocabulary, phrases and basic language structures and listen attentively to spoken language and show understanding by joining in and responding</p> <p>Greet others with confidence and reply to the questions</p> <p>Respond to simple questions with support from a spoken model or visual clue</p> <p>Begin to know some key vocabulary e.g. colours</p>	<p>Identify common nouns</p> <p>READING - Recognise some familiar words in written form</p> <p>Read some key vocabulary</p> <p>WRITING - Copy accurately in writing some key words</p> <p>KNOWLEDGE ABOUT LANGUAGES- Understand and start to use some basic core structures</p>	<p>Identify common nouns</p> <p>READING - Recognise and read known sounds within words</p> <p>Read some key vocabulary</p> <p>WRITING – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Experiment with writing simple words</p> <p>Copy accurately in writing some key words</p> <p>KNOWLEDGE ABOUT LANGUAGES-</p>	<p>support from a spoken model or visual clue</p> <p>WRITING – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Copy accurately in writing some key words</p> <p>KNOWLEDGE ABOUT LANGUAGES - Understand and start to use some basic core structures</p>	<p>questions; express opinions and respond to those of others; seek clarification and help</p> <p>Present ideas and information orally (to a range of audiences)</p> <p>Respond to spoken instructions</p> <p>Recognise numbers 1–20</p> <p>WRITING - Write some of the numbers to 20 from memory</p>	<p>Sing a song from memory, with clear Pronunciation</p> <p>READING – Read carefully and show understanding of words, phrases and simple writing</p> <p>Recognise some familiar words in written form</p> <p>Recognise and read known sounds within words</p> <p>Read some key vocabulary</p> <p>WRITING - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
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	<p>Recognise numbers 1-10</p> <p>KNOWLEDGE ABOUT THE CULTURE OF COUNTRIES - Understand the differences in social conventions when people greet each other</p>		<p>Understand and start to use some basic core structures</p>			
<b>Vehicle for learning:</b>	<p>Extra Teaching – Phonics Lessons 1 and 2 (C)</p> <p>AND</p> <p>'I'm Learning Fr/Sp/It (E) – 'J'apprends le Français (I Am Learning French)</p> <p>To find France on a map, say how you feel, learn 10 colours and count from 1-10 in French.</p>	<p>Animals (E) 'Les animaux'</p> <p>To remember and recall from memory 10 common animals in French with the correct article/determiner</p>	<p>I Can/I Am Able (E) 'Je peux...'</p> <p>To remember and recall from memory 10 action verbs in French and put them into positive and negative sentences.</p>	<p>Fruits (E) 'Les fruits'</p> <p>To say what fruit we like and do not like in French.</p>	<p>Presenting Myself (I) 'Je me presente'</p> <p>To say your name, age and where you live in French.</p>	<p>Family (I) 'Ma famille'</p> <p>To talk simply about your/a family in French</p>
<b>French Core Knowledge (key questions):</b>	<p>Where is the location of France, Paris and a few key cities on a map?</p>	<p>Can you name and recognise up to 10 animals in French?</p>	<p>Can you say 5-10 verbs in French?</p>	<p>Can you name, recognise and remember up to</p>	<p>Do you know how count to 20 in French?</p>	<p>Can you remember the nouns for family members in</p>

		<p>How do you say your name?</p> <p>How are you feeling?</p> <p>Can you name some colours in French (up to 10)?</p> <p>Can you count from 1-10 in French?</p>	<p>Are you able to spell some of these nouns with their correct indefinite article?</p> <p>Can you pretend that you are a particular animal using the 1st person singular of the verb être (je suis = I am)?</p>	<p>Can you use the structure 'je peux' (I am able) with the verbs in French?</p> <p>Can you use the negative structure 'je ne peux pa' (I am not able) followed by verbs in French?</p> <p>Use the conjunctions 'et' (and) and 'mais' (but).</p>	<p>10 fruits in French?</p> <p>Can you attempt to spell some of these nouns with their correct article/determiner?</p> <p>Can you ask somebody in French if they like a particular fruit?</p> <p>Are you able to say what fruits you like and dislike in French?</p>	<p>Can you ask somebody how they are feeling and give an appropriate response back?</p> <p>Can you ask somebody their age, name, where they live and reply?</p>	<p>French from memory?</p> <p>Are you able to describe your own or a fictitious family in French by name, age and relationship?</p> <p>Can you count up to 100 in French?</p> <p>Can you understand possessive adjectives better in French ('my' form only)?</p>
	<b>French focus vocabulary:</b>	<p>Bonjour, Salut, Ça va, Ça va bien, Ça va mal, Comme ci, comme ça, Comment tu t'appelles, Je m'appelle, A plus tard, Au revoir.</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron.</p>	<p>Les animaux, un, une, un cochon, un lion, un oiseau, un cheval, un lapin, un canard, un singe, un mouton, une souris, une vache, je suis.</p>	<p>Je peux, je ne peux pas, danser, chanter, sauter, cuisiner, faire du vélo, jouer d'un instrument, patiner, dessiner, nager, parler français, et, mais.</p>	<p>Une pomme, une fraise, une pêche, une banane, une cerise, une orange, une prune, une poire, un kiwi, un abricot, J'aime, Je n'aime pas, les.</p>	<p>Français(e), anglais(e), irlandais(e), gallois(e), écossaise(e)</p> <p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p>	<p>La mère, le père, la grand-mère, le grand-père, la sœur, le frère, la tante, l'oncle.</p>

CYCLE B YEAR 3/4		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<b>Unit of Enquiry:</b>	<b>Remarkable Rainforests</b>	<b>Dynamic Dynasties</b>	<b>Where in the World?</b>		<b>Enterprising Entrepreneurs</b>	<b>American Adventure</b>
	<b>Building Upon:</b>	Year 3 skills: <ul style="list-style-type: none"> <li>• Phonics and Pronunciation</li> <li>• Reading</li> <li>• Speaking and Listening</li> <li>• Knowledge about the culture of countries</li> </ul>	Year 3 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Knowledge about languages</li> </ul>	Year 3 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Knowledge about languages</li> </ul>	Year 3 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Writing</li> <li>• Knowledge about languages</li> </ul>	Year 3 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Writing</li> </ul>	Year 3 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>
	<b>Focus Concepts for French:</b>	SPEAKING AND LISTENING - Speak in sentences, using familiar vocabulary, phrases and basic language structures  Speak clearly and confidently  READING - Read carefully and show understanding of words, phrases and simple writing	SPEAKING AND LISTENING - Listen attentively to spoken language and show understanding by joining in and responding  Engage in conversations; ask and answer questions; express opinions and respond to those	SPEAKING AND LISTENING - Speak in sentences, using familiar vocabulary, phrases and basic language structures  Appreciate stories, songs, poems and rhymes in the language	SPEAKING AND LISTENING - Speak in sentences, using familiar vocabulary, phrases and basic language structures  Remember a sequence of spoken words	SPEAKING AND LISTENING - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Appreciate stories, songs, poems and	SPEAKING AND LISTENING - Listen attentively to spoken language and show understanding by joining in and responding  Engage in conversations; ask and answer questions; express opinions and respond to those of

		<p>WRITING - Describe people, places, things and actions orally and in writing</p>	<p>of others; seek clarification and help</p> <p>Ask and answer simple questions with correct intonation</p> <p>Remember a sequence of spoken words</p> <p>READING - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Research additional vocabulary using a dictionary</p>	<p>Sing a song from memory on a related topic</p> <p>READING - Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Research additional vocabulary using a dictionary</p> <p>WRITING - Describe people, places, things and actions orally and in writing</p>	<p>READING - Read carefully and show understanding of words, phrases and simple writing</p> <p>WRITING - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Write familiar words and simple phrases from a model</p> <p>KNOWLEDGE ABOUT LANGUAGES - Understand the main core structures and begin to use some actively.</p>	<p>rhymes in the language</p> <p>Sing a song from memory on a related topic</p> <p>READING - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Research additional vocabulary using a dictionary</p> <p>WRITING - Write phrases from memory, and adapt these to create new</p>	<p>others; seek clarification and help</p> <p>Ask and answer simple questions with correct intonation</p> <p>Initiate a conversation when working with a partner</p> <p>Express opinions</p> <p>READING - Read carefully and show understanding of words, phrases and simple writing</p> <p>WRITING - Describe people, places, things and actions orally and in writing</p> <p>Write familiar words and simple phrases from a model</p>
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			<p>WRITING - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Write familiar words and simple phrases from a model</p> <p>KNOWLEDGE ABOUT THE CULTURE OF THE COUNTRIES - Investigate aspects of lifestyle in selected country e.g. food or leisure activities</p>	<p>KNOWLEDGE ABOUT LANGUAGES</p> <p>Understand the main core structures and begin to use some actively.</p>	<p>Identify phonemes that are the same as or different from English or other languages they know</p>	<p>sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>	
	<b>Vehicle for learning:</b>	<p>Extra Teaching - Phonics Lesson 1 and 2 (C) Recap lessons</p> <p>AND</p>	<p>Musical Instruments (E) 'Les instruments'</p>	<p>Vegetables (E) 'Les legumes'</p>	<p>Ancient Britain (E) 'L'ancienne histoire de la Grande-Bretagne'</p>	<p>In the classroom (I) 'En classe'</p>	<p>Do you have a Pet? (I) 'As-tu un animal?'</p>

		<p>Shapes (E) 'Les formes'</p> <p>To remember and name 10 common shapes and count from 1-5 in French.</p>	<p>To say what instrument you play in French.</p>	<p>To be able to buy vegetables at a French market stall</p>	<p>To be able to create short sentences with j'ai, je suis and j'habite.</p>	<p>To say what you have and do not have in your pencil case in French.</p>	<p>To say what pet you have and do not have in French</p>
	<p><b>French Core Knowledge (key questions):</b></p>	<p>Can you name, recognise and remember up to 10 shapes in French?</p> <p>Attempt to spell some of these shapes in French.</p> <p>Attempt to remember which shapes are un or une.</p> <p>Revise and/or learn numbers 1-5 in French.</p>	<p>Can you name and recognise up to 10 instruments in French?</p> <p>Attempt to spell some of these nouns with their correct definite article/determiner in French.</p> <p>How do you say I play an instrument in French?</p>	<p>Can you name, recognise and recall from memory up to 10 vegetables in French?</p> <p>Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Can you learn and use the high frequency verb je voudrais from the verb vouloir, to want in French?</p>	<p>Name in French, the six key periods of Ancient Britain, introduced in chronological order.</p> <p>Can you say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was?</p> <p>Can you remember accurately from memory and use the French for 'I am' (je suis), 'I</p>	<p>Are you able to recall from memory a selection of nouns and indefinite articles for common classroom objects?</p> <p>How do you use the negative in French?</p> <p>Can you describe what you have and do not have in your pencil case?</p> <p>Can you respond to simple</p>	<p>Do you know the nouns and indefinite articles for 8 common pets?</p> <p>Can you ask somebody if they have a pet and give an answer back?</p> <p>Say in French what pet we have/do not have and give our pet's name.</p> <p>Can you start to use the simple conjunctions et (and) and mais (but) to make more complex and</p>

					have' (j'ai) and 'I live' (j'habite)?	classroom commands?	interesting sentences?
	<b>French focus vocabulary:</b>	Un triangle, un carre, un ovale, un cercle, un rectangle, un pentagone, un hexagone, un losange, une ligne, une etoile, Dessinez...,	Le, la, l', les, la trompette, la batterie, la guitare, la flute a bec, la clarinette, la harpe, le piano, le triangle, le violon, les cymbales, Je joue (du, de la, des...)	Les aubergines, les epinards, les oignons, les courgettes, les tomates, les haricots verts, les petits pois, les champignons, les carottes, les pommes de terre, un kilo de/d', un demi kilo de/d', Je voudrais, s'il vous plait, Je peux vous aider? C'est tout? C'est combien? merci, au revoir, Dans mon panier j'ai...	Un homme, une femme, une cabane, une grotte, une maison ronde, l'age de la pierre, l'age du bronze, l'age du fer, une hache, une epee, un silex	Un livre, un cahier, un crayon, un stylo, un tallie-crayon, un baton de colle, une regle, une calculatrice, une trousse, une gomme, un sac a dos, des ciseaux	As-tu un animal?, un lapin, un chien, un chat, un oiseau, un hamster, un poisson rouge, une tortue, une souris
<b>CYCLE A YEAR 5/6</b>		<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
	<b>Unit of Enquiry:</b>	<b>Inspire Me</b>	<b>Fun at the Fair</b>	<b>The Home Front – WW1 and 2</b>		<b>Reduce, Reuse, Recycle</b>	<b>Groovy Greeks</b>
	<b>Building upon:</b>	Year 5 skills: <ul style="list-style-type: none"> <li>Phonics and Pronunciation</li> <li>Speaking and Listening</li> </ul>	Year 5 skills: <ul style="list-style-type: none"> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul>	Year 5 skills: <ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul>	Year 5 skills: <ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Reading</li> </ul>	Year 5 skills: <ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Reading</li> </ul>	Year 5 skills: <ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Reading</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>			<ul style="list-style-type: none"> <li>• Writing</li> <li>• Knowledge about culture of the countries</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Knowledge about languages</li> </ul>
	<b>Focus Concepts for French:</b>	<p>PHONCIS AND PRONOUNICATION - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>SPEAKING AND LISTENING – Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Be understood when speaking in a different language</p>	<p>SPEAKING AND LISTENING – Listen attentively and understand more complex phrases and sentences</p> <p>Understand longer and more complex phrases or sentences</p> <p>READING – Use knowledge of word order and sentence construction to support the understanding of written text</p> <p>WRITING – Write sentences using some</p>	<p>SPEAKING AND LISTENING – Follow short descriptions in order to find specific information</p> <p>Prepare a short presentation on a familiar topic</p> <p>Be understood when speaking in a different language</p> <p>READING – Read and understand the main points and some detail from a short written passage</p>	<p>SPEAKING AND LISTENING -Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>READING – Use knowledge of word order and sentence construction to support the understanding of written text</p>	<p>SPEAKING AND LISTENING - Devise and perform a short sketch in role play situation</p> <p>Demonstrate creativity and imagination in using known language in new contexts</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>READING - Read and understand the main points</p>	<p>SPEAKING AND LISTENING – Listen attentively and understand more complex phrases and sentences</p> <p>Understand longer and more complex phrases or sentences</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>Be understood when speaking in a different language</p>

		<p>Follow short descriptions in order to find specific information</p> <p>READING – Use knowledge of word order and sentence construction to support the understanding of written text</p> <p>WRITING - Apply a range of linguistic knowledge to create simple, written pieces that can be understood</p>	<p>description</p> <p>Apply a range of linguistic knowledge to create simple, written pieces that can be understood</p> <p>KNOWLEDGE ABOUT LANGUAGES - Understand and use negatives</p>	<p>WRITING – Use dictionaries to support writing</p> <p>KNOWLEDGE ABOUT THE CULTURE OF THE COUNTRIES - Present information about an aspect of Culture</p> <p>Investigate famous people / events from the chosen country to be studied</p> <p>Investigate cultural differences</p>	<p>Read aloud with confidence</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>WRITING – write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>and some detail from a short written passage</p> <p>WRITING - Write sentences using some Description</p> <p>Apply a range of linguistic knowledge to create simple, written pieces that can be understood</p> <p>KNOWLEDGE ABOUT LANGUAGES - Understand and use negatives</p>	<p>READING – Use knowledge of word order and sentence construction to support the understanding of written text</p> <p>WRITING – Apply a range of linguistic knowledge to create simple, written pieces that can be understood</p> <p>Use dictionaries to support writing</p> <p>KNOWLEDGE ABOUT THE CULTURE OF THE COUNTRIES - Present information about an aspect of culture</p> <p>Compare and contrast countries where</p>
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							language is spoken with this country  Investigate famous people/events from the chosen country to be studied  Investigate cultural differences
<b>Vehicle for Learning:</b>	Phonics lesson 3 and 4 (C)  AND  The Date (I) 'La date'  To be able to say the date in French.	My Home (I) 'Chez moi'  To describe what rooms there are and are not in your home in French.	Planets (P) 'Les planetes'  To apply knowledge of key questions, adjectival agreement, conjunctions and intensifiers in French.	The Weekend (P) 'Le week-end'  To describe what activities I do at the weekend with a time and an opinion in French.	Healthy Lifestyles (P) 'Manger et Bouger'  To discuss a healthy lifestyle in French.	Me in the World (P) 'Moi dans le monde'  To explore other French speaking countries and cultures around the world.	
<b>French Knowledge (key questions):</b>	Can you recognise and recall the 12 months of the year in French?  Can you ask what the date is and say the date in French?  Can you ask somebody when their birthday is	Can you say and write in French whether you live in a house or an apartment?  Can you say what room you have and do not have at home using the	Can you name and label a map of the Solar System in French?  Are you able to apply the rules of adjectival agreement to	Can you tell the time in French using quarter past, half past and quarter to?  Can you say and write in French what you do at the weekend using	Can you say and write what you eat and drink to stay healthy?  Can you say and write what you do not eat and drink to stay healthy?	Can you say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map?	

		and say when their own birthday is in French?	key structure chez moi il y a... and chez moi n'y a pas de/d'...?  Are you able to use the conjunction 'et' (and) to link two sentences together?	describe the Solar System in French?  Can you use conjunctions and intensifiers to extend descriptions of the Solar System?  Can you ask key questions in French in order to conduct an interview with an astronaut?  Can you answer the questions in French in order to present yourself as an astronaut?	two or more sentences?  Can you integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences?	Can you say and write the activities you do and do not do to stay in shape, including a choice of physical activities?  Are you able to follow a simple, healthy recipe in French?	Can you say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince?  Can you say and write something we do to help the planet?
	<b>French Focus Vocabulary:</b>	Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche, Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Decembre.	Une maison, un appartement, en ville, a la montagne, au bord de la mer, a la campagne, dans un village, un salon, une buanderie, une chambre, un bureau, un garage,	La lune, Le soleil, Mecure, Venus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune.	Je me lève, Je prends mon petit-déjeuner, Je joue à l'ordinateur, Je lis des bandes dessinées, J'écoute de la musique, Je joue au foot, Je vais au cinema, Je vais à la piscine, Je regarde	De la viande blanche, du lait ecreme, du poisson, des cereals, du pain complet, du fromage allege, de l'eau, des noisettes, des legumes, des fruits, de la	Je m'appelle..., J'habite..., Je parle le ... Pour proteger notre planete je vais utiliser moins... de plastique/d'eau/de papier, de carton.

			une salle a manger, une salle de bains, un sous-sol, un jardin, une cuisine.		la télé, Je me couche.	viande rouge, du lait entiere, du pain blanc, du chocolat, des frites, des biscuits, des chips, du beurre, des boissons sucrees, des bonbons, Epluchez! Coupez! Ajoutez! Melangez! Rapez! Faites cuire!	
<b>CYCLE B YEAR 5/6</b>		<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>NB. MFL Scheme taken from 'Language Angels' started Sept 2023 (CYCLE B)</b>  <b>This will allow for the scheme of work to be</b>	<b>Unit of Enquiry:</b>	<b>Out of this World</b>	<b>Take a Picture</b>	<b>Ancient Egypt</b>		<b>Water World</b>	<b>Mayan Mayhem</b>
	<b>Building upon:</b>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Knowledge of different cultures of the country</li> </ul>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Knowledge about Languages</li> </ul>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Knowledge about Languages</li> </ul>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	Year 4 skills: <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>

<p><b>embedded in LKS2.</b></p>	<p><b>Focus Concepts for French:</b></p>	<p>PHONICIS AND PRONOUNICATION - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>SPEAKING AND LISTENING - engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Give information</p> <p>Use short sentences when asking and answering questions</p> <p>READING - Read aloud to a partner or small group</p> <p>WRITING – Write sentences on a range of topics using a model</p>	<p>LISTENING - Listen to a story or poem and identify key words and phrases</p> <p>READING – Show understanding of a short text containing familiar and unfamiliar language</p> <p>Retrieve information from a text</p> <p>To make predictions based on existing knowledge</p> <p>WRITING - Write short sentences in a presentation or booklet</p>	<p>SPEAKING - Describe people, places, things and actions orally and in writing</p> <p>LISTENING - Listen attentively to spoken language and show understanding by joining in and responding</p> <p>READING - Show understanding of a short text containing familiar and unfamiliar language</p> <p>WRITING - write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>SPEAKING AND LISTENING appreciate stories, songs, poems and rhymes in the language</p> <p>Describe people, places, things and actions orally and in writing</p> <p>READING - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Retrieve information from a text</p> <p>WRITING – Write sentences on a range of topics using a model</p>	<p>SPEAKING AND LISTENING – appreciate stories, songs, poems and rhymes in the language</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>READING - Read carefully and show understanding of words, phrases and simple writing</p>	<p>SPEAKING AND LISTENING - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Use short sentences when asking and answering questions</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation</p> <p>READING - read carefully and show understanding of words, phrases and simple writing</p>
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	<p><b>Vehicle for Learning:</b></p>	<p>Phonics lesson 1 and 2 (C) Ice-Creams (E) 'Les Glaces'</p> <p>To say what ice-cream flavour I would like in French</p>	<p>Little Red Riding Hood (E) 'Petit Chaperon Rouge'</p> <p>To learn key vocabulary related to the story of Little Red Riding Hood and to learn how to decode longer passages of text in French.</p>	<p>What is the Weather? (I) 'Quel temps fait-il?'</p> <p>To be able to describe the weather in French.</p>	<p>The Olympics (I) 'Les Jeux Olympiques' (I)</p> <p>To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire.</p>	<p>Clothes (I) 'Les vêtements'</p> <p>To describe what clothes you are wearing by colour in French.</p>	<p>At School (P) 'A l'école'</p> <p>To discuss what subjects you like and do not like at school and give a reason why in French.</p>

	<b>French Knowledge (key questions):</b>	<p>Can you name, recognise and remember up to 10 ice-cream flavours in French?</p> <p>Attempt to spell some of these flavours.</p> <p>Can you use the structure 'je voudrais...' plus an ice-cream flavour?</p> <p>Can you say whether you would like a cone or pot and possibly how many scoops?</p> <p>Do you know how to say 'please' and 'thank you' in French?</p>	<p>Have you sat and listened to a familiar story being told in French?</p> <p>Did you use picture and word cards to recognise and help retain new language? How did this support your learning?</p> <p>Can you recall key parts of the body in French?</p>	<p>Can you recognise and recall the 9 weather expressions in French from memory?</p> <p>Ask what the weather is today and give a reply in French.</p> <p>Can you describe the weather in France, in French using a weather map with symbols?</p>	<p>Can you recall the key facts of the ancient and modern Olympics recounted in French?</p> <p>Have you learnt 10 nouns and articles for common Olympic sports?</p> <p>Explore the full present tense conjugation of the high frequency verb faire.</p> <p>Have you looked at the adjectival changes involved when you describe a male Olympian or female Olympian?</p>	<p>Are you able to recognise and recall from memory items of clothing?</p> <p>Can you explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing?</p> <p>Have you revisited the use of the possessive adjective 'my' in French?</p> <p>Can you describe clothes in terms of colour?</p>	<p>Can you name the subjects we study in school in French with the correct definite article/determined ?</p> <p>Can you extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject?</p> <p>Can you start to tell the time by learning how to say time by the hour?</p> <p>Explore the irregular, high frequency verb 'aller' (to go) in full.</p>
	<b>French Focus Vocabulary:</b>	<p>Un glace, a la vanilla, a la fraise, a la banana, a la menthe, a la pistache, au chocolat, au café, au citron, au caramel, au cassis, Je</p>	<p>Le Petit Chaperon Rouge, les parents, une maison, une foret, des gateaux, le loup, la grand-mere, la bucheron,</p>	<p>Dans le nord de la France, Dans le centre de la France, Dans l'est de la France, Dans le sud de la</p>	<p>Les Jeux Olympiques, la boxe, le plongeon, l'athletisme, l'equitation, le cyclisme,</p>	<p>Un maillot de bain, un manteau, un pull, un tee shirt, un chemisier, un short, u pantalon,</p>	<p>Les maths, l'anglais, le dessin, le francais, la musique, les sciennes, l'histoire, le sport, la</p>

		voudrais, et, un cornet, un petit pot, une boule, deux boules, trois boules, s'il vous plait, bonjour, Quel parfum? Combien de boules? C'est combien? merci, au revoir.	les oreilles, les yeux, la bouche, les dents, le nez, les bras, les jambes, le pied.	France, Dans l'ouest de la France, il pleut, il neige, il y a un orage, il y a du soleil, il fait froid, il fait chaud, il y a du vent, il fait beau, il fait mauvais.	l'escrime, le tir a l'arc, l'aviron, la natation.	une echarpe, une robe, une casquette, une chemise, une cravate, une veste, une jupe, des gants, des chaussures, des chaussettes, des collants, des bottes, des lunettes, des sandales.	geographie, l'informatique
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