

National Curriculum French subject content: Pupils should be taught to:	French standards	Upland Primary long term plan (Units linked to Salute) - rotation A: Units: Body, People, Playtime and Sport				
		Y3/Y4 Units	Expectations/LI	Vocabulary	Grammar	Assessment points
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.	Speaking and pronunciation	Autumn 1 French culture: French spoken countries Greetings/Introducing - song (Core unit 1) themselves: what is your name? How old are you? Numbers 1-15 Core unit1 My family – story Core unit 1 To familiarise pupils with classroom instructions –Y3 Classroom instructions daily Be quite, stand up, go, tidy up Listen, repeat, come to the carpet Sit down line up (Salut – classroom instructions)	-Be able to locate and recognise French spoken countries -Be able to greet each other confidently, and introduce themselves and their family. -Understand and respond to some simple questions: What is your name? How old are you? How are you? and instructions. -Recognise some words (see vocabulary) in their written form and pronounce them accurately. -To be able to respond to simple instructions	<i>Bonjour!</i> Hello! <i>Au revoir!</i> Goodbye! <i>Salut!</i> Hi! <i>Bonsoir!</i> Good evening! <i>À bientôt!</i> See you soon! <i>Monsieur</i> sir <i>Madame</i> madam un one deux two trois three quatre four cinq five six six sept seven huit eight neuf nine dix ten onze eleven douze twelve treize thirteen quatorze fourteen quinze fifteen <i>écoutez</i> -listen <i>répète</i> - repeat. <i>très bien</i> very well <i>bien</i> well <i>comme ci, comme ça</i> so-so <i>mal</i> not well <i>merci</i> thanks <i>et toi?</i> and you? tout le monde everyone voici here is j'aime I like ma mère my mother mon père my father ma sœur my sister mon frère my brother ma grand-mère my grandmother mon grand-père my grandfather Question and Answer: <i>Ça va?</i> -How are you? <i>Ça va...</i> -I'm <i>Comment tu t'appelles?</i> -What is your name? <i>Je m'appelle...</i> -My name is... <i>C'est qui? Who is it?</i> <i>Voici... Here is...</i> <i>Quel âge as-tu? How old are you?</i> <i>J'ai ... ans. I'm ... years old.</i>	Gender Y3 Recognise that nouns are either masculine or feminine. Y4 Apply masculine and feminine articles, with a degree of accuracy, to known nouns. <u>Verbs</u> Y3 Begin to identify the pronoun and verb in simple 1st person singular sentences. Y4 Understand that the spelling and pronunciation of a verb may change for different pronouns. <u>Sentence building and forming questions</u> Y3 Recognise that a sentence is made up of different parts of speech and that these correspond to those in English. Y4 Begin to identify known articles, nouns, adjectives, verbs, pronouns and conjunctions in simple sentences.	Y3 Speaking and pronunciation Listen and respond to simple rhymes, stories and songs: Listen attentively and understand instructions, everyday classroom language and praise words • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding Y4 Speaking and pronunciation Memorise and present a short spoken text: -Learn finger rhymes, poems or a non-fiction text. -Learn and say several sentences on a topic
	listening					

		<p>Autumn 2 French culture Differences and similarities between French and English birthday celebrations</p> <p>Revisit My family and greetings (register) numbers 1-15</p> <p>Classroom instructions daily Be quite, stand up, go, tidy up Listen, repeat, come to the carpet Sit down line up (Salute – classroom instructions)</p> <p>New learning <u>Numbers up to 31</u>, (Core Unit 2 lesson 3 (11-20), Core unit 3 lesson 3 (20-31)) Calendar (days of the week: song Core unit 2 lesson 1, months: core unit 3 lesson 5 Birthday Core unit 3 lesson 6 Story about someone’s birthday (Core unit 3 lesson 6) <u>Classroom instructions</u></p>	<p>To be able to recognise the days of the week.</p> <p>To be able to understand numbers up to 31, including out of sequence. Say them aloud and say some of them from memory, pronouncing them accurately.</p> <p>To be able to respond to a simple question by saying what month their birthday is in.</p> <p>To be able to recognise plural nouns when listening to or reading vocabulary.</p>	<table border="0"> <tr><td>seize</td><td>sixteen</td></tr> <tr><td>dix-sept</td><td>seventeen</td></tr> <tr><td>dix-huit</td><td>eighteen</td></tr> <tr><td>dix-neuf</td><td>nineteen</td></tr> <tr><td>vingt</td><td>twenty</td></tr> <tr><td>vingt-et-un</td><td>twenty-one</td></tr> <tr><td>vingt-deux</td><td>twenty-two</td></tr> <tr><td>vingt-trois</td><td>twenty-three</td></tr> <tr><td>vingt-quatre</td><td>twenty-four</td></tr> <tr><td>vingt-cinq</td><td>twenty-five</td></tr> <tr><td>vingt-six</td><td>twenty-six</td></tr> <tr><td>vingt-sept</td><td>twenty-seven</td></tr> <tr><td>vingt-huit</td><td>twenty-eight</td></tr> <tr><td>vingt-neuf</td><td>twenty-nine</td></tr> <tr><td>trente</td><td>thirty</td></tr> <tr><td>trente-et-un</td><td>thirty-one</td></tr> <tr><td>lundi</td><td>Monday</td></tr> <tr><td>mardi</td><td>Tuesday</td></tr> <tr><td>mercredi</td><td>Wednesday</td></tr> <tr><td>jeudi</td><td>Thursday</td></tr> <tr><td>vendredi</td><td>Friday</td></tr> <tr><td>samedi</td><td>Saturday</td></tr> <tr><td>dimanche</td><td>Sunday</td></tr> <tr><td>janvier</td><td>January</td></tr> <tr><td>février</td><td>February</td></tr> <tr><td>mars</td><td>March</td></tr> <tr><td>avril</td><td>April</td></tr> <tr><td>mai</td><td>May</td></tr> <tr><td>juin</td><td>June</td></tr> <tr><td>juillet</td><td>July</td></tr> <tr><td>août</td><td>August</td></tr> <tr><td>septembre</td><td>September</td></tr> <tr><td>octobre</td><td>October</td></tr> <tr><td>novembre</td><td>November</td></tr> <tr><td>décembre</td><td>December</td></tr> </table> <p>Geneviève’s birthday Questions <i>On est quel jour? What day is it?</i> <i>On est... It is...</i> <i>C’est quand, ton anniversaire?</i> <i>When is your birthday?</i> Mon anniversaire est en...My birthday is in...</p>	seize	sixteen	dix-sept	seventeen	dix-huit	eighteen	dix-neuf	nineteen	vingt	twenty	vingt-et-un	twenty-one	vingt-deux	twenty-two	vingt-trois	twenty-three	vingt-quatre	twenty-four	vingt-cinq	twenty-five	vingt-six	twenty-six	vingt-sept	twenty-seven	vingt-huit	twenty-eight	vingt-neuf	twenty-nine	trente	thirty	trente-et-un	thirty-one	lundi	Monday	mardi	Tuesday	mercredi	Wednesday	jeudi	Thursday	vendredi	Friday	samedi	Saturday	dimanche	Sunday	janvier	January	février	February	mars	March	avril	April	mai	May	juin	June	juillet	July	août	August	septembre	September	octobre	October	novembre	November	décembre	December	<p>Grammar <u>Gender</u> <u>Y3</u> Recognise that nouns are either masculine or feminine</p> <p>Y4 Understand that ‘l’ ’ is used with singular nouns that begin with a vowel or a silent ‘h’</p> <p><u>Verbs</u> <u>Y3</u> Begin to identify the pronoun and verb in simple 1st person singular sentences.</p> <p>Y4 Understand that ‘j’ is used with verbs that begin with a vowel or a silent ‘h’</p> <p><u>Sentence building and forming questions</u></p>	<p>Y3 Speaking and pronunciation <u>Recognise and respond to sound patterns and words.</u> -Listen with care. Identify phonemes which are the same as or different from English and other known languages. -Speak clearly and confidently</p> <p>Y4 Speaking and pronunciation Listen for specific words and phrases: -Listen with care. -Use physical response to show recognition and understanding of specific words and phrases.</p>
seize	sixteen																																																																											
dix-sept	seventeen																																																																											
dix-huit	eighteen																																																																											
dix-neuf	nineteen																																																																											
vingt	twenty																																																																											
vingt-et-un	twenty-one																																																																											
vingt-deux	twenty-two																																																																											
vingt-trois	twenty-three																																																																											
vingt-quatre	twenty-four																																																																											
vingt-cinq	twenty-five																																																																											
vingt-six	twenty-six																																																																											
vingt-sept	twenty-seven																																																																											
vingt-huit	twenty-eight																																																																											
vingt-neuf	twenty-nine																																																																											
trente	thirty																																																																											
trente-et-un	thirty-one																																																																											
lundi	Monday																																																																											
mardi	Tuesday																																																																											
mercredi	Wednesday																																																																											
jeudi	Thursday																																																																											
vendredi	Friday																																																																											
samedi	Saturday																																																																											
dimanche	Sunday																																																																											
janvier	January																																																																											
février	February																																																																											
mars	March																																																																											
avril	April																																																																											
mai	May																																																																											
juin	June																																																																											
juillet	July																																																																											
août	August																																																																											
septembre	September																																																																											
octobre	October																																																																											
novembre	November																																																																											
décembre	December																																																																											
<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 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audience</p>	<p>Speaking and pronunciation</p> <p>listening</p> <p>phonics</p> <p>Speaking and pronunciation</p> <p>Reading</p> <p>Speaking and pronunciation</p>	<p>Notes</p>																																																																										

Read carefully and show understanding of words, phrases and simple writing	Reading					
Appreciate stories, songs, poems and rhymes in the language	Intercultural understanding Reading Speaking and pronunciation Listening					
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Reading Speaking and pronunciation Listening					
		<p>Spring 1 French culture Compare traditional stories</p> <p>revisit numbers up to 31 How old are you? How old is....? What is your name? New Learning French adjectives of colour, shape and size. Unit Body and Core Unit 3 lesson 1 and 2</p> <p>Story Little Red Riding Hood</p>	<p>To be to respond to simple questions using sentence models from the lesson.</p> <p>To be able to ask simple questions learnt in the unit.</p> <p>To be able to pronounce vocabulary accurately including the definite or indefinite article.</p> <p>To be able to write some singular nouns with their article.</p> <p>To be able to recognise and pronounce correctly words with common French sounds.</p> <p>To be able to read along with the text of a French story.</p> <p>To be able to Identify specific sounds in a song.</p> <p>To be able to Recognise if nouns are singular or plural based on their article.</p>	<p>Vocabulary</p> <p><i>la tête</i> the head <i>les épaules</i> (f) the shoulders <i>les genoux</i> (m) the knees <i>les pieds</i> (m)the feet <i>le nez</i> the nose <i>les yeux</i> (m) the eyes <i>les oreilles</i> (f) the ears <i>la bouche</i> the mouth <i>le bras</i> the arm <i>la jambe</i> the leg <i>la tête</i> the head <i>le pied</i> the foot <i>le ventre</i> the stomach <i>le dos</i> the back <i>le genou</i> the knee <i>l'épaule</i> (f) the shoulder <i>la main</i> the hand <i>le doigt</i> the finger <i>le visage</i> the face <i>l'œil</i> (m) the eye <i>la joue</i> the cheek <i>l'oreille</i> (f) the ear <i>les dents</i> (f)the teeth <i>je cours</i> I run <i>j'écris</i> I write <i>je lis</i> I read <i>je parle</i> I talk <i>j'écoute</i> I listen <i>je nage</i> I swim <i>je marche</i> I walk <i>je peins</i> I paint <i>J'ai mal à la tête.</i> I have a headache. <i>J'ai mal au bras.</i> My arm is hurting. <i>J'ai mal à l'oreille.</i> I have earache. <i>J'ai mal au pied.</i> My foot is hurting. <i>J'ai mal au ventre.</i> I have stomachache. <i>J'ai mal au dos.</i> I have backache.</p>	<p>Gramma <u>Gender</u> <u>Y3</u> Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Plural nouns <u>Y4</u> Understand that there is a plural version of the definite article (les) and the indefinite article (des). <u>Verbs</u> <u>Y3</u> Recognise that 'j' ' is the same as 'je' <u>Y4</u> Substitute verbs in the 1st person and select the correct form of the 1st person pronoun. <u>Sentence building and forming questions</u> <u>Y3</u> Substitute one known noun for another in a simple sentence. <u>Y4</u> Begin to substitute a new noun for a known noun in simple sentences</p>	<p>Y3 Reading Make links between some phonemes, rhymes and spellings, and read aloud familiar words: -Pronounce accurately the most commonly used characters, letters and letter strings. -Read aloud a familiar sentence, rhyme or poem. Y4Reading Follow a short familiar text, listening and reading at the same time: -Make links between the spoken and written words. -Identify common spelling patterns in letter strings</p>

				<p><i>J'ai mal au genou.</i> My knee is hurting. <i>J'ai mal au doigt.</i> My finger is hurting. <i>J'ai mal aux dents.</i> I have toothache.</p> <p><u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... / Ce sont...</i> It's... / They're... <i>Qu'est-ce que tu fais ce matin / cet après-midi?</i> What are you doing this morning / this afternoon? <i>Ce matin / Cet après-midi, je...</i> This morning... / This afternoon, I'm... <i>Comment est mon monstre?</i> What's my monster like? <i>Il a...</i> He has... <i>Où as-tu mal?</i> Where does it hurt? <i>J'ai mal...</i> My... is hurting. / I have... ache</p>		
		<p>Spring 2 French culture Learn about some aspects of everyday life and compare them to their own</p> <p>Revisit: adjectives of colour, shape and size</p> <p>New learning Describing People</p> <p>Story The sad frog</p>	<p>To be able to speak clearly and confidently when responding to simple questions.</p> <p>To be able to use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don't understand something.</p> <p>To be able to repeat a simple sentence from memory.</p> <p>To be able to Use numbers and colours in descriptions.</p> <p><u>To be able to write short, simple sentences in response to written and spoken questions.</u></p> <p>To be able to read along with a rhyme with the class.</p> <p>To be able to recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.</p>	<p><u>Vocabulary</u></p> <p><i>les yeux bleus</i> blue eyes <i>les yeux verts</i> green eyes <i>les yeux marron</i> brown eyes <i>les yeux noisette</i> hazel eyes <i>je suis grand</i> I'm tall (male) <i>je suis grande</i> I'm tall (female) <i>je suis petit</i> I'm short (male) <i>je suis petite</i> I'm short (female) <i>les cheveux blonds</i> blonde hair <i>les cheveux bruns</i> brown hair <i>les cheveux roux</i> ginger hair <i>les cheveux noi</i> black hair <i>les cheveux gris</i> grey hair <i>mon ami</i> my friend (male) <i>mon amie</i> my friend (female) <i>les cheveux raides</i> straight hair <i>les cheveux bouclés</i> curly hair <i>les cheveux ondulés</i> wavy hair <i>les cheveux courts</i> short hair <i>les cheveux longs</i> long hair <i>les oreilles percées</i> (f) pierced ears <i>les joues rouges</i> red cheeks <i>des taches de rousseur</i> (f) freckles <i>des lunettes</i> glasses <i>gros</i> fat <i>mince</i> thin <i>gentil</i> friendly <i>mauvais</i> nasty <i>content</i> happy <i>triste</i> sad <i>intelligent</i> intelligent <i>stupide</i> stupid</p>	<p>Gramma</p> <p><u>Gender</u></p> <p><u>Y3</u> Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Plural nouns</p> <p><u>Y4</u> Apply knowledge of regular plural nouns with a degree of accuracy</p> <p><u>Verbs</u></p> <p><u>Y3</u> Recognise that 'j' ' is the same as 'je'</p> <p><u>Y4</u> Recognise that there are two pronouns for you (tu and vous) and begin to understand why this is.</p> <p><u>Sentence building and forming questions</u></p> <p><u>Y3</u> Substitute one known noun for another in a simple sentence</p> <p><u>Y4</u> Build sentences from a selection of known words and phrases following a model. Use simple conjunctions, eg</p>	<p><u>Y6 Reading</u></p> <p><u>Make links between some phonemes, rhymes and spellings, and read aloud</u></p> <p>- Pronounce accurately the most commonly used characters, letters and letter strings. -Read aloud a familiar sentence, rhyme or poem familiar words -Understand how far letters/letters strings are both similar to and different from English. -Recognise that some words occur in both English and the language being learned, although they may sound different. - Say words to a rhythm.</p> <p><u>Y4 Reading</u></p> <p><u>Read some familiar words and phrases aloud and pronounce them accurately:</u></p> <p>-Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and</p>

				<p><u>Question and Answer:</u> <i>Tu es comment?</i> What are you like? <i>J'ai les yeux...</i> I have ... eyes. <i>Je suis...</i> I'm... <i>Ton ami a les cheveux de quelle couleur?</i> What colour hair does your friend (male) have? <i>Ton amie a les cheveux de quelle couleur?</i> What colour hair does your friend (female) have? <i>Il a les cheveux...</i> He has ... hair. <i>Elle a les cheveux...</i> She has ... hair. <i>Il est comment?</i> What's he like? <i>Elle est comment?</i> What's she like? <i>Il a ... / Elle a...</i> He has... / She has...</p>	'et' and 'mais'	phrases accurately with good pronunciation - Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes.
		notes				
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Writing	<p>Summer 1 French culture Revisit Colours and numbers •Using "c'est" •Using "il y a" •Colours and numbers New learning Playtime</p> <p>Story Luc the dreamer</p>	<p>To be able to Pick out familiar words and phrases from a spoken sentence. To be able to Say and write a few sentences about themselves in the first person from memory. To be able to Prepare and present some basic instructions for a playground game. To be able to Recite some verses of a song from memory. To be able to Use knowledge of French phonics to spell some simple words correctly. To be able to Express opinions using basic sentences. To be able to Follow and understand the majority of a written text when listening to it read aloud.</p>	<p>Vocabulary Simon says...<i>Jacques a dit</i> <i>Sautez!</i> <i>Jump!</i> <i>Touchez le nez!</i> <i>Touch your nose!</i> <i>une corde à sauter</i> a skipping rope <i>un vélo</i> a bicycle <i>une trottinette</i> a scooter <i>une balançoire</i> a swing <i>un toboggan</i> a slide <i>une bascule</i> a seesaw <i>un tourniquet</i> a roundabout <i>jouer à chat</i> to play tag <i>jouer au foot</i> to play football <i>jouer à la balle</i> to play catch <i>jouer à la thèque</i> to play rounders <i>sauter à la corde</i> to skip <i>faire la course</i> to race <i>jouer à cache-cache</i> to play hide-and-seek <i>jouer aux jeux de mains</i> to play clapping games <i>les jeux de société</i> board games <i>les jeux vidéo</i> video games <i>dans le pré</i> in the meadow <i>à l'intérieur</i> inside <i>dehors</i> outside <i>dans la cour</i> in the playground</p> <p><i>Qu'est-ce que tu aimes faire dans la cour?</i> What do you like to do in the playground? <i>J'aime...</i> I like...</p>	<p>Grammar Gender Y3 Understand that a plural noun will normally add an 's' but that this does not affect the pronunciation of the word. Y4 Understand how to identify the gender of a noun in a bilingual dictionary. Verbs Y3 Recognise the negative form (ne ... pas). Y4 Identify the negative form (ne ... pas) in simple sentences and use in set phrases, eg je n'aime pas). Sentence building and forming questions Y3 Recognise a question Y4 Build questions from a selection of known phrases following a model, eg 'tu aimes ... le foot ?'</p>	<p>Y3 Writing Experiment with the writing of simple words: -Write simple, familiar words using a model. Write some single words from memory - Appreciate that writing systems are different from one another</p> <p>Y4 Writing Write simple words and phrases using a model and some words from memory: -Write labels for work on wall displays and in their books. - Complete a semi-completed message to someone</p>
	Speaking and pronunciation					
Describe people, places, things and actions orally and in writing	Writing	<p>Summer 2 Culture Investigate what sport is most popular in France. Revisit</p>	<p>To be able to Identify the gender of a noun in a sentence when listening to it. To be able to Say or write a few sentences about sports that they can</p>	<p><u>Vocabulary:</u> <i>le foot</i> football <i>le tennis</i> tennis <i>le tennis de table</i> table tennis <i>le basket</i> basketball</p>	<p>Grammar Gender Y3 Understand that a plural noun will normally add an 's' but</p>	<p>Intercultural understanding Know about some aspects of everyday life</p>
	Speaking and pronunciation					

<p>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>		<ul style="list-style-type: none"> •Greetings for use in role play •ne... pas •Numbers and colours <p>New Learning Sport</p>	<p>do or like playing, and ask others about what they like to play. To be able to Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. To be able to Follow a model to write sentences in the first person using common verbs. To Become increasingly confident in recognising and understanding French sentences with different word orders.</p>	<table border="0"> <tr><td><i>le cricket</i></td><td>cricket</td></tr> <tr><td><i>le rugby</i></td><td>rugby</td></tr> <tr><td><i>la danse</i></td><td>dancing</td></tr> <tr><td><i>la natation</i></td><td>swimming</td></tr> <tr><td><i>le vélo</i></td><td>cycling</td></tr> <tr><td><i>l'équitation</i> (f)</td><td>horse riding</td></tr> <tr><td><i>le skate</i></td><td>skateboarding</td></tr> <tr><td><i>le surf</i></td><td>surfing</td></tr> <tr><td><i>l'escalade</i> (f)</td><td>climbing</td></tr> <tr><td><i>le footing</i></td><td>jogging</td></tr> <tr><td><i>un stade</i></td><td>a stadium</td></tr> <tr><td><i>une équipe</i></td><td>a team</td></tr> <tr><td><i>un joueur de foot</i></td><td>a football player</td></tr> <tr><td><i>un directeur</i></td><td>a manager</td></tr> <tr><td><i>un terrain</i></td><td>a pitch</td></tr> <tr><td><i>un arbitre</i></td><td>a referee</td></tr> <tr><td><i>un ballon de foot</i></td><td>a football</td></tr> <tr><td><i>un sifflet</i></td><td>a whistle</td></tr> <tr><td><i>un spectateur</i></td><td>a spectator</td></tr> <tr><td><i>jouer au tennis</i></td><td>to play tennis</td></tr> <tr><td><i>jouer au foot</i></td><td>to play football</td></tr> <tr><td><i>jouer au hockey</i></td><td>to play hockey</td></tr> <tr><td><i>jouer au netball</i></td><td>to play netball</td></tr> <tr><td><i>jouer au rugby</i></td><td>to play rugby</td></tr> <tr><td><i>jouer au cricket</i></td><td>to play cricket</td></tr> <tr><td><i>faire du vélo</i></td><td>to go cycling</td></tr> <tr><td><i>faire du ski</i></td><td>to go skiing</td></tr> </table> <p><u>Question and Answer:</u> <i>Tu joues à quel sport?</i>What sport do you play? <i>Je joue au...</i>I play <i>Tu aimes faire quel sport?</i>Which sport do you like doing? <i>J'aime (faire)...</i>I like (doing).. <i>Tu sais...?</i> Can you...? <i>Oui, je sais...</i>Yes, I can... <i>Non, je ne sais pas...</i>No, I can't...</p>	<i>le cricket</i>	cricket	<i>le rugby</i>	rugby	<i>la danse</i>	dancing	<i>la natation</i>	swimming	<i>le vélo</i>	cycling	<i>l'équitation</i> (f)	horse riding	<i>le skate</i>	skateboarding	<i>le surf</i>	surfing	<i>l'escalade</i> (f)	climbing	<i>le footing</i>	jogging	<i>un stade</i>	a stadium	<i>une équipe</i>	a team	<i>un joueur de foot</i>	a football player	<i>un directeur</i>	a manager	<i>un terrain</i>	a pitch	<i>un arbitre</i>	a referee	<i>un ballon de foot</i>	a football	<i>un sifflet</i>	a whistle	<i>un spectateur</i>	a spectator	<i>jouer au tennis</i>	to play tennis	<i>jouer au foot</i>	to play football	<i>jouer au hockey</i>	to play hockey	<i>jouer au netball</i>	to play netball	<i>jouer au rugby</i>	to play rugby	<i>jouer au cricket</i>	to play cricket	<i>faire du vélo</i>	to go cycling	<i>faire du ski</i>	to go skiing	<p>that this does not affect the pronunciation of the word. Y4 Use an adjective with 'c'est'. - Y4 <u>Verbs</u> Y3 Recognise the negative form (ne ... pas). Y4 Identify the negative form (ne ... pas) in simple sentences and use in set phrases, eg je n'aime pas). <u>Sentence building and forming questions</u> Y3 Recognise a question Y4 Begin to use a bilingual dictionary with support.</p>	<p>and compare them to their own: Understand that conventions are respected by native speakers and are important for learners</p>
<i>le cricket</i>	cricket																																																											
<i>le rugby</i>	rugby																																																											
<i>la danse</i>	dancing																																																											
<i>la natation</i>	swimming																																																											
<i>le vélo</i>	cycling																																																											
<i>l'équitation</i> (f)	horse riding																																																											
<i>le skate</i>	skateboarding																																																											
<i>le surf</i>	surfing																																																											
<i>l'escalade</i> (f)	climbing																																																											
<i>le footing</i>	jogging																																																											
<i>un stade</i>	a stadium																																																											
<i>une équipe</i>	a team																																																											
<i>un joueur de foot</i>	a football player																																																											
<i>un directeur</i>	a manager																																																											
<i>un terrain</i>	a pitch																																																											
<i>un arbitre</i>	a referee																																																											
<i>un ballon de foot</i>	a football																																																											
<i>un sifflet</i>	a whistle																																																											
<i>un spectateur</i>	a spectator																																																											
<i>jouer au tennis</i>	to play tennis																																																											
<i>jouer au foot</i>	to play football																																																											
<i>jouer au hockey</i>	to play hockey																																																											
<i>jouer au netball</i>	to play netball																																																											
<i>jouer au rugby</i>	to play rugby																																																											
<i>jouer au cricket</i>	to play cricket																																																											
<i>faire du vélo</i>	to go cycling																																																											
<i>faire du ski</i>	to go skiing																																																											

Speaking and pronunciation/phonics	Listening	Reading and writing	Grammar	Intercultural understanding	phonics
Language detective skills					