

National Curriculum French subject content: Pupils should be taught to:	French standards	Upland Primary long term plan (Units linked to Salute) - rotation B				
		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	<b>Autumn 1</b> <b>French culture: French spoken countries</b>  Greetings/Introducing - <b>song</b> (Core unit 1) themselves: what is your name? How old are you? Numbers 1-15 Core unit1 My family – <b>story</b> Core unit 1  To familiarise pupils with classroom instructions –Y3  <b>Classroom instructions daily</b> 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 <u>Question and Answer:</u> <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>	<u>Gender</u> 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 <b>Listen and respond to simple rhymes, stories and songs:</b>  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  <b>Memorise and present a short spoken text:</b>  -Learn finger rhymes, poems or a non-fiction text. -Learn and say several sentences on a topic
	listening					

		<p><b>Autumn 2</b>  <b>French culture</b>  Differences and similarities between French and English birthday celebrations</p> <p><b>Revisit</b>  My family and greetings (register) numbers 1-15</p> <p><b>Classroom instructions daily</b>  Be quite, stand up, go, tidy up  Listen, repeat, come to the carpet  Sit down line up  <b>(Salute – classroom instructions)</b></p> <p><b>New learning</b>  <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: <b>song</b>  Core unit 2 lesson 1, months: core unit 3 lesson 5  Birthday Core unit 3 lesson 6  <b>Story</b> 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>Gramma  <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>
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Engage in conversations; ask and answer questions; express opinions and respond to those of others;	Speaking and pronunciation listening phonics		Notes																																																																									
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	Speaking and pronunciation Reading																																																																											
Present ideas and information orally to a range of audience	Speaking and pronunciation																																																																											

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><b>Spring 1</b> <b>French culture</b> Learn about some aspects of everyday life and compare them to their own</p> <p><b>revisit</b> numbers up to 31 How old are you? How old is....? What is your name? Days of the week</p> <p><b>New Learning</b> French adjectives of colour, shape and size. Unit School (except of lesson 4, what time is it) Naming places in school Listing the contents of their pencil case Telling the time Naming school subjects</p> <p><b>Story –magic bag</b></p>	<p>To be to respond to simple questions using sentence models from the lesson. To be able to ask simple questions learnt in the unit. To be able to pronounce vocabulary accurately including the definite or indefinite article. To be able to write some singular nouns with their article. To be able to recognise and pronounce correctly words with common French sounds. To be able to read along with the text of a French story. To be able to Identify specific sounds in a song. To be able to Recognise if nouns are singular or plural based on their article.</p>	<p>vert green blanc white bleu blue jaune yellow noir black rose pink violet purple orange orange à pied on foot en bus by bus en voiture by car en train by train à vélo by bicycle en avion by plane en bateau by boat la salle de classe the classroom la cour the playground la grande salle the hall les toilettes (f) the toilets la cuisine the kitchen le parking the car park la bibliothèque the library le terrain de sportthe sports ground la salle d'informatiquethe computer room les mathématiques (f) maths l'anglais(m) English le français (m) French les sciences (f) science le sport PE le dessin art l'informatique (f) ICT la musique music l'espagnol (m) Spanish un crayon a pencil une gomme a rubber une règle a ruler un stylo a pen une calculatrice a calculator</p>	<p>Gramma <u>Gender</u> Y3 Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles Plural nouns Y4 Understand that there is a plural version of the definite article (les) and the indefinite article (des). <u>Verbs</u> Y3 Recognise that 'j' ' is the same as 'je' Y4 Substitute verbs in the 1st person and select the correct form of the 1st person pronoun. <u>Sentence building and forming questions</u> Y3 Substitute one known noun for another in a simple sentence. Y4 Begin to substitute a new noun for a known noun in simple sentences</p>	<p>Y3 Reading <b>Make links between some phonemes, rhymes and spellings, and read aloud familiar words:</b> -Pronounce accurately the most commonly used characters, letters and letter strings. -Read aloud a familiar sentence, rhyme or poem. Y4Reading <b>Follow a short familiar text, listening and reading at the same time:</b> -Make links between the spoken and written words. -Identify common spelling patterns in letter strings</p>

				<p>un feutre a felt-tip pen  un bâton de colle a glue stick  un crayon de couleur  a coloured pencil  un taille-crayons  a pencil sharpener  des ciseaux (m) a pair of scissors</p> <p>Question and Answer:  Comment vas-tu à l'école? How do you go to school?  Je vais à l'école en/à... I go to school on/by...  Qu'est-ce qu'il y a dans ta trousse? What is there in your pencil case?  Il y a... There's  Quelle est ta matière préférée? What's your favourite subject?  Ma matière préférée, c'est... My favourite subject is...</p> <p>Vocabulary for shape and size</p>		
	<p><b>Spring 2</b>  <b>French culture</b></p> <p><b>Revisit: adjectives of colour, shape and size</b>  <b>New learning</b></p> <p>Core unit 2 lesson 2 and 3+Unit Animals(lessons 1,2,3 and 4 – Y3)</p> <p>Saying animal vocabulary  Asking about pets  Describing animals using adjectives  Using prepositions –Y4</p>	<p>To be able to speak clearly and confidently when responding to simple questions.  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.  To be able to repeat a simple sentence from memory.  <b>To be able to write short, simple sentences in response to written and spoken questions.</b>  To be able to read along with a rhyme with the class.  To be able to recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.</p>	<p>un mouton a sheep  une poule a hen  un coq a cockerel  un cochon a pig  une vache a cow  un canard a duck  un cheval a horse  un chien a dog  un chat a cat  un hamster a hamster  un poisson a fish  un lapin a rabbit  un serpent a snake  une souris a mouse  un cochon d'Inde a guinea pig</p> <p>méchant naughty  grand big  petit small  gentil friendly  mignon cute  timide shy  anxieux anxious  devant in front of  derrière behind  dans in  sur on  sous under  en face de opposite  à côté de next to  la table the table  la boîte the box</p> <p>Question and Answer:</p>	<p>Gramma  Gender  Y3  Recognise the difference between the masculine and feminine versions of the indefinite (un/une) and the definite (le/la) articles  Plural nouns  Y4  Apply knowledge of regular plural nouns with a degree of accuracy  Verbs  Y3  Recognise that 'j' ' is the same as 'je'  Y4  Recognise that there are two pronouns for you (tu and vous) and begin to understand why this is.  Sentence building and forming questions  Y3  Substitute one known noun for another in a simple sentence  Y4  Build sentences from a selection of known words and phrases following a model.  Use simple conjunctions, eg</p>	<p>Y4 Reading  <b>Make links between some phonemes, rhymes and spellings, and read aloud</b>  - 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>Y4 Reading  <b>Read some familiar words and phrases aloud and pronounce them accurately:</b>  -Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and</p>	

				<p>Tu as des animaux domestiques? Do you have any pets?  Non, je n'ai pas d'animaux domestiques. No, I don't have any pets.  Oui, j'ai...Yes, I have...  Où est le chat? Where is the cat?  Le chat est... The cat is...</p>	'et' and 'mais'	<p>phrases accurately with good pronunciation  - Use phonic and whole word knowledge to support accurate pronunciation.  Recognise the main word classes.</p>
		notes				
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Writing	Summer 1	To be able to Identify a given sound most times it appears when listening to a song.	Vocabulary:	Gramma	Y3 Writing
	Speaking and pronunciation	French culture	To be able to Recognise some familiar words and phrases in a spoken story.	une maison a house un appartement a flat un village a village une ville a town une grande ville a city une chaumière a cottage une ferme a farm les bois (m) the woods une salle de bains a bathroom un salon a living room une salle à manger a dining room une cuisine a kitchen un jardin a garden un balcon a balcony le rez-de-chaussée the ground floor le premier étage the first floor une télévision a television des rideaux (m) curtains une moquette a carpet une fenêtre a window une porte a door une poubelle a bin un four an oven une bouilloire a kettle un grille-pain a toaster un évier a sink un lave-vaisselle a dishwasher	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 ?'	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
		Revisit Colours and numbers •Using "c'est" •Using "il y a" •Colours and numbers New learning Unit Home Story Garon the giant	To be able to Use numbers and colours in descriptions. To be able to Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. To be able to Respond to a spoken question with a written answer in a full sentence. To be able to Confidently say sentences where the word order differs to English. To Be able to give the gender of a noun from its article.	une maison a house un appartement a flat un village a village une ville a town une grande ville a city une chaumière a cottage une ferme a farm les bois (m) the woods une salle de bains a bathroom un salon a living room une salle à manger a dining room une cuisine a kitchen un jardin a garden un balcon a balcony le rez-de-chaussée the ground floor le premier étage the first floor une télévision a television des rideaux (m) curtains une moquette a carpet une fenêtre a window une porte a door une poubelle a bin un four an oven une bouilloire a kettle un grille-pain a toaster un évier a sink un lave-vaisselle a dishwasher Question and Answer: Où habites-tu? Where do you live? J'habite dans... I live in...  Qu'est-ce qu'il y a dans ta chambre? What is there in your bedroom? Dans ma chambre, il y a... in my bedroom, there's...	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 ?'	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
Describe people, places, things and actions orally and in writing	Writing Speaking and pronunciation	Summer 2 Culture Investigate what food French people eat. Revisit •Greetings for use in role play	•to be able to Give a full sentence spoken answer to a written question. •to be able to Begin to understand how French sounds are represented in writing and audio,	vocabulary une glace an ice cream un gâteau a cake des chips (f) some crisps un chou a cabbage des petits pois (m) some peas	Gramma Gender Y3 Understand that a plural noun will normally add an 's' but that this does not affect the	Y3 Intercultural understanding Understand that familiar things have different names in different

<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"> <li>•ne... pas</li> <li>•Numbers and colours</li> </ul> <p>New Learning Unit food</p> <p>Making French toast or pizza with the children could be a fun way to end the unit. (camp time)</p>	<p>and pronounce vocabulary accurately.</p> <ul style="list-style-type: none"> <li>•to be able to Ask and answer questions, including asking for and giving opinions.</li> <li>•to be able to Say what they would like, using a common verb in the first person.</li> <li>•to be able to Be able to prepare and recite a few sentences using vocabulary from the unit.</li> <li>•to be able to Write some vocabulary from memory.</li> </ul>	<p>un poisson a fish  les pommes (f) the apples  les fraises (f) the strawberries  les tomates (f) the tomatoes  les carottes (f) the carrots  les bananes (f) the bananas  les poires (f) the pears  les pommes de terre (f) the potatoes  les cerises (f) the cherries  les raisins (m) the grapes  un sandwich a sandwich  des frites (f) some chips  du chocolat some chocolate  de la pizza some pizza  des spaghettis (m) some spaghetti  du fromage some cheese  du poulet some chicken  du riz some rice  les œufs (m)the eggs  le lait the milk  le sucre the sugar  le pain the bread  le beurre the butter  la cannelle en poudre the ground cinnamon</p> <p>un couteau a knife  une fourchette a fork  une cuillère à soupe a tablespoon  une cuillère à café a teaspoon  un bol a bowl  une poêle a frying pan  un verre a glass  une tasse a cup</p> <p>Question and Answer:  Tu aimes...?Do you like...?  Oui, j'aime...Yes, I like...  Non, je n'aime pas... No, I don't like...  Qu'est-ce que tu manges?What are you eating?  Je mange... I'm eating...  Qu'est-ce que vous désirez?What would you like?  Je voudrais..., s'il vous plaît.I would like..., please</p>	<p>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>languages eg. Wasser, eau, water  Y4 Intercultural understanding  <u>Know about some aspects of everyday life and compare them to their own:</u>  Understand that conventions are respected by native speakers and are important for learners</p>
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Language Progression

Year 3 - sounds, words, simple sentence

Year 4 - short sentences and question patterns



