

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<b>7 weeks</b>	<b>La Rentrée</b>	<p>Learning to pronounce key French sounds</p> <p>Saying your name and learning numbers.</p> <p>Talking about brothers, sisters and age</p> <p>Using the verb <i>avoir</i></p> <p>Describing a classroom</p> <p>Using the indefinite and definite articles</p> <p>Talking about likes and dislikes</p> <p>Using the verb <i>aimer</i> + the definite article</p> <p>Describing yourself and others</p> <p>Using adjective agreement</p> <p>To introduce the infinitive form of verbs</p> <p>Creating a video interview about yourself</p> <p>Giving dates in French</p>	<p>Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds</p> <p>Different meanings of <i>comment</i> ('how' and 'what')</p> <p>Pronunciation of silent 's' on the end of words  <b>G:</b> Using the indefinite article: <i>un, une</i>                      Using the grave accent  <b>G:</b> Using the singular forms of <i>avoir</i></p> <p>Recapping letters of the alphabet, including accented letters  <b>G:</b> Gender of nouns</p> <p>Using <i>il y a</i> to mean 'there is' or 'there are'</p> <p>Pronunciation of <i>qu</i>  <b>G:</b> Indefinite and definite articles (singular and plural)</p> <p>Pronunciation of nasal sounds  <b>G:</b> Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences</p> <p>Using connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i></p> <p>Using intonation when asking questions</p> <p>Working out the meaning of unfamiliar vocabulary by looking for cognates  <b>G:</b> Adjective agreement (masculine and feminine singular)</p> <p>Using qualifiers with adjectives (<i>assez, très, trop, un peu</i>)  <b>G:</b> Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences</p> <p>Reading for gist  <b>G:</b> Recognising and understanding infinitives of <i>-er</i> verbs</p> <p>Translating French infinitives using the gerund in English  <b>G:</b> Using possessive adjectives : <i>mon, ma, mes</i></p> <p>Giving the date</p> <p>Pronouncing key sounds: <i>qu, r, é, an, on, in</i></p> <p>Peer assessment</p>	<p>This topic builds on skills covered in KS2: phonics, numbers, letters of the alphabet, brothers and sisters, understanding of masculine and feminine nouns and the verb <i>avoir</i> and <i>aimer</i>.</p> <p>Pupils will be taught how to introduce themselves in French and meet new people, with the aim of improving their confidence.</p>

<b>7 weeks</b>	<b>En classe</b>	<p>Talking about colours</p> <p>Telling the time</p> <p>Saying what you think of your school subjects and why</p> <p>Talking about likes and dislikes using <i>-er</i> verbs</p> <p>Talking about what you wear to school</p> <p>Using adjectives after nouns</p> <p>Talking about your school day</p> <p>Using new <i>-er</i> verbs</p> <p>Learning about a typical French school</p> <p>Reading and listening for gist</p> <p>Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i></p> <p>Agreeing and disagreeing</p>	<p>Pronunciation of <i>l, au, eu, oi, on, an, en</i></p> <p>Using context and cognates to decode words</p> <p>Using a dictionary to check genders</p> <p>Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words</p> <p>Differences between <i>il est neuf heures</i> and <i>à neuf heures</i></p> <p>Using a range of verbs to express opinions: <i>aimer, adorer, / Using ne ... pas with aimer</i></p> <p>Pronunciation of <i>j'aime</i> and <i>tu aimes</i></p> <p>Using <i>parce que</i> to give reasons for your opinions</p> <p>Using <i>et, mais</i> and <i>parce que</i> to join sentences</p> <p>Using qualifiers</p> <p>Starting sentences with <i>Personnellement ...</i> or <i>Moi, perso ...</i></p> <p>Using <i>on</i> to mean 'we'</p> <p><b>G:</b> Position and agreement of colour adjectives</p> <p>Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers</p> <p>Pronunciation of silent 's' at the end of words, e.g. <i>noir / noirs</i></p> <p>Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert / verte</i></p> <p><b>G:</b> Conjugation of <i>-er</i> verbs</p> <p><b>G:</b> Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs</p> <p>Questions : <i>Qu'est-ce que tu ... ? / Tu ... à quelle heure?</i></p> <p>Using words in a question to help you start your answer</p> <p>Using sequencers : <i>d'abord, ensuite, puis, après</i></p> <p>Reading for gist</p> <p>Reading for detail</p> <p>Translation skills: word order is sometimes different in French and English</p> <p>Listening for cognates which sound different due to French pronunciation</p> <p>Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i></p> <p>Agreeing and disagreeing in French (<i>Je suis d'accord, etc.</i>)</p> <p><b>G:</b> Using <i>2 combine de</i></p> <p>Using questions to structure a longer piece of writing and finding ideas in other texts</p> <p>Checking work for accuracy</p>	<p>This topic builds on the verb <i>aimer</i> and how to give opinions and justify them. Quantifiers are introduced to improve their sentences and students are introduced to some cultural differences in relation to school. Having consolidated adjectives, agreement is now looked at. Verbs and infinitives are introduced.</p>
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<b>6 weeks</b>	<b><u>Mon Temps Libre</u></b>	<p>Talking about weather and seasons</p> <p>Learning more key French sounds</p> <p>Talking about which sports you play</p> <p>Using <i>jouer à</i></p> <p>Talking about activities you do</p> <p>Using the verb <i>faire</i></p> <p>Discovering sport in French-speaking countries</p> <p>Using cognates and context</p> <p>Talking about what you like doing</p> <p>Using <i>aimer</i> + the infinitive</p> <p>Creating an interview with a celebrity</p> <p>Forming and answering questions</p>	<p>Pronouncing the letter <i>g</i> (hard and soft sounds)</p> <p>Predicting the pronunciation of unfamiliar vocabulary</p> <p>Pronouncing cognates correctly</p> <p><b>G:</b> Conjugation of <i>jouer</i></p> <p>Using <i>jouer à</i> + the definite article</p> <p>Listening for negatives</p> <p>Position and agreement of adjectives (colours)</p> <p><b>G:</b> Conjugation of <i>faire</i></p> <p>Using <i>faire de</i> + the definite article / Using <i>faire de</i> in negative sentences</p> <p>Asking questions with <i>Est-ce que ... ?</i> And <i>Qu'est-ce que ... ?</i></p> <p>Predicting the pronunciation of cognates</p> <p>Using context to work out the meaning of unfamiliar vocabulary</p> <p>Using <i>jouer à</i> and <i>faire de</i> + the definite article</p> <p>Understanding and recognising infinitives</p> <p><b>G:</b> Using <i>aimer, adorer</i> and + the infinitive of another verb</p> <p>Using part of a question to form your answer</p> <p>Adding variety and interest to your responses / Paying attention to pronunciation and intonation / Peer assessment</p>	<p>This topic builds on weather vocabulary introduced in KS2 and the vocabulary covered helps pupils to become aware of further key sounds. French speaking countries and France's colonial past is introduced to develop cultural capital. The term cognate is introduced and patterns of verb conjugation.</p>
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<b>6 weeks</b>	<b><u>Ma vie de famille</u></b>	<p>Talking about animals</p> <p>Using higher numbers</p> <p>Describing your family</p> <p>Using the possessive adjectives 'my' and 'your'</p> <p>Describing where you live</p> <p>Using the <i>nous</i> form of <i>-er</i> verbs</p> <p>Talking about breakfast</p> <p>Using the partitive article (<i>du / de la / de l' / des</i>)</p> <p>Learning about Bastille Day</p> <p>Using the glossary</p> <p>Creating a cartoon family</p> <p>Substituting words to make texts your own</p>	<p>Forming the plural of nouns (<i>-s</i> and <i>-x</i>)</p> <p>Writing complex numbers</p> <p><b>G:</b> Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i></p> <p>Agreement of adjectives</p> <p>Checking written work for accuracy</p> <p><b>G:</b> Using the pronoun <i>nous</i> with regular <i>-er</i> verbs</p> <p><b>G:</b> Using the partitive article</p> <p><b>G:</b> The conjugation of <i>manger (-er verb)</i> and <i>boire</i> (irregular verb)</p> <p>Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs</p> <p>The <i>nous</i> form of <i>-er</i> verbs</p> <p><b>G:</b> Using the <i>ils</i> and <i>elles</i> form of <i>-er</i> verbs</p> <p>Listening out for pronouns and verb endings</p> <p>Paying attention to pronouns (<i>nous</i> and <i>ils/ells</i>) in reading texts</p> <p>Adapting texts by substituting words / Paying attention to verb forms and adjectival agreement when changing nouns and personal pronouns</p> <p>Checking written work for accuracy: verb forms, adjective agreement, spelling</p>	<p>This topic revisits animals from KS2 and colours, along with family members and siblings covered in module 1.</p> <p>Rooms in the house are revisited from KS2</p> <p>-ER verbs studied in the previous units are expanded to use the <i>nous</i> (we) form.</p> <p>Food items from KS2 are revisited and the partitive article introduced.</p> <p>Reading and listening strategies are introduced</p>
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<b>6 weeks</b>	<b>En ville</b>	<p>Talking about places in a town or village</p> <p>Understanding prices in French</p> <p>Saying where you go at the weekend</p> <p>Using the verb <i>aller</i> (to go)</p> <p>Inviting someone out</p> <p>Using the verb <i>vouloir</i> (to want)</p> <p>Ordering drinks and snacks in a café</p> <p>Using the <i>tu</i> and <i>vous</i> forms of the verb</p> <p>Saying what you are going to do</p> <p>Using the near future tense (<i>aller</i> + infinitive)</p> <p>Talking about plans for a special weekend</p> <p>Using two tenses together</p>	<p>Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i></p> <p>Learning about the euro</p> <p><b>G:</b> The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends</p> <p>Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i></p> <p>Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>)</p> <p>Understanding the difference between <i>ou</i> and <i>où</i></p> <p><b>G:</b> The conjugation of <i>vouloir</i></p> <p>Pronouncing words correctly: the silent ending <i>-x</i> / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions</p> <p>Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite</p> <p>Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i></p> <p>Using sequencers : <i>d'abord, puis, ensuite, après</i></p> <p><b>G:</b> Using the near future tense (present tense of the verb <i>aller</i> + an infinitive)</p> <p>Using logic to predict what you might hear in a listening passage</p> <p>Reading the questions to help predict the answers before reading a text</p> <p><b>G:</b> Using the present and near future tenses together</p> <p>Using time phrases as an indicator of the time frame</p> <p>Pronouncing verb endings that sound the same: <i>-ais, -ait, -er, -é</i> / Pronouncing the liaison: <i>-s</i> at the end of a word followed by a vowel</p> <p>Peer assessment of tenses and pronunciation</p>	<p>This topic revisits and builds on:</p> <p>Places in town from KS2</p> <p>Using <i>il y a</i> to describe what there is</p> <p>Verbs of opinion</p> <p>Knowledge of qualifiers</p> <p>Places in town from KS2</p> <p>Days of the week</p> <p>Knowledge of masculine and feminine nouns</p> <p>Knowledge of verb conjugation patterns</p> <p>Knowledge of verbs followed by the infinitive</p> <p>Knowledge of silent letters at the end of nouns</p> <p>Knowledge of clock times</p> <p>Knowledge of negatives with <i>ne...pas</i></p>
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<p><b><u>5 weeks</u></b></p>	<p><b><u>Tahiti</u></b></p>	<p>Geography: Cities, landscape and weather                  History: Before and during the arrival of the Europeans                  Animals: Wildlife in Tahiti                  Celebrating Tahiti's culture                  Looking at the work at Paul Gaugin                  Food: Exotic specialities                  Tourism: Holiday activities in Tahiti</p>	<p>Giving directions                  Describing weather                  Memorising key dates and facts                  Knowing the names of animals                  Asking questions                  Describing paintings</p>	<p>This topic builds on work covered throughout the year but with a cross-curricular theme to build more cultural capital.                  Geography: mapping                  Art: drawing and French painters                  History: understanding Tahiti's history                  Music                  Biology                  Food Technology</p>
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