

**PLANNING FOR FRENCH IN THE KEY STAGE 2 CURRICULUM**

<b>YEAR</b> <b>2014 -2015</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<p><b>Taking the class register</b></p> <p><b>Understanding and responding to Classroom instructions</b></p>	<p>Register: <b>je suis présent(e)</b></p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p>	<p>Register: <b>je suis présent(e)</b></p> <p>Stand up please, thank you. <i>Levez-vous s' il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p> <p><i>Look/pay attention</i></p>	<p>Register: <b>je suis présent(e)</b></p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p> <p><i>Look/pay attention</i></p>	<p>Register: <b>je suis présent(e)</b></p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p> <p><i>Look/pay attention</i></p>

	<p><i>Look/pay attention please, thank you.</i>  <i>Regardez s'il vous plaît, merci</i>  Open your book please, thank you.  <i>Ouvrez vos cahier s'il vous plaît, merci</i>  Say that again please  <i>Répétez s'il vous plaît, merci.</i>  Put away your things please, thank you.  <i>Ranger ses affaires s'il vous plaît, merci</i></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p>	<p><i>please, thank you.</i>  <i>Regardez s'il vous plaît, merci</i>  Open your book please, thank you.  <i>Ouvrez vos cahier s'il vous plaît, merci</i>  Say that again please  <i>Répétez s'il vous plaît, merci.</i>  Put away your things please, thank you.  <i>Ranger ses affaires s'il vous plaît, merci</i></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p>	<p><i>please, thank you.</i>  <i>Regardez s'il vous plaît, merci</i>  Open your book please, thank you.  <i>Ouvrez vos cahier s'il vous plaît, merci</i>  Say that again please  <i>Répétez s'il vous plaît, merci.</i>  Put away your things please, thank you.  <i>Ranger ses affaires s'il vous plaît, merci</i></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p>	<p><i>please, thank you.</i>  <i>Regardez s'il vous plaît, merci</i>  Open your book please, thank you.  <i>Ouvrez vos cahier s'il vous plaît, merci</i>  Say that again please  <i>Répétez s'il vous plaît, merci.</i>  Put away your things please, thank you.  <i>Ranger ses affaires s'il vous plaît, merci</i></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p>
<b>Introducing yourself</b>	<p>Comment t'appelles-tu?   Saying my name  <i>Je m'appelle</i>   Saying a male friend's name  <i>Il s'appelle</i>   Saying a female</p>	<p>Comment t'appelles-tu?   Saying my name  <i>Je m'appelle</i>   Saying a male friend's name  <i>Il s'appelle</i>   Saying a female</p>	<p>Comment t'appelles-tu?   Saying my name  <i>Je m'appelle</i>   Saying a male friend's name  <i>Il s'appelle</i>   Saying a female</p>	<p>Comment t'appelles-tu?   Saying my name  <i>Je m'appelle</i>   Saying a male friend's name  <i>Il s'appelle</i>   Saying a female</p>

	<p>friend's name <b>Elle s'appelle</b></p> <p>Saying what a small group is called</p> <p><b>Ils s'appellent</b></p>	<p>friend's name <b>Elle s'appelle</b></p> <p>Saying what a small group is called</p> <p><b>Ils s'appellent</b></p>	<p>friend's name <b>Elle s'appelle</b></p> <p>Saying what a small group is called</p> <p><b>Ils s'appellent</b></p>	<p>friend's name <b>Elle s'appelle</b></p> <p>Saying what a small group is called</p> <p><b>Ils s'appellent</b></p>
<p><b>Family vocabulary in French</b> <b>Introduce family members</b></p>	<p>Names of all family relatives and introduce <b>VOICI</b></p> <p>CONVERSATION Bonjour! <b>Ça va ?.... Voici mon pere. Il s'appelle Dr Who...Et moi – Je m'appelle.....</b></p>	<p>Names of all family relatives and introduce <b>VOICI</b></p> <p>CONVERSATION Bonjour! <b>Ça va ?.... Voici mon pere. Il s'appelle Dr Who...Et moi – Je m'appelle.....</b></p>	<p>Names of all family relatives and introduce <b>VOICI</b></p> <p>CONVERSATION Bonjour! <b>Ça va ?.... Voici mon pere. Il s'appelle Dr Who...Et moi – Je m'appelle.....</b></p>	<p>Names of all family relatives and introduce <b>VOICI</b></p> <p>CONVERSATION Bonjour! <b>Ça va ?.... Voici mon pere. Il s'appelle Dr Who...Et moi – Je m'appelle.....</b></p>
<p><b>Counting</b> <b>Saying how old you are/someone else is</b></p>	<p><b>NUMBERS 0 – 12, 13 -21 and ASKING YOUR AGE, SAYING HOW OLD YOU ARE: QUEL ÂGE AS-TU? J'AI DIX ANS.</b></p>	<p><b>NUMBERS 0 – 12, 13 -21 and ASKING YOUR AGE, SAYING HOW OLD YOU ARE: QUEL ÂGE AS-TU? J'AI DIX ANS.</b></p>	<p><b>NUMBERS 0 – 12, 13 -21 and ASKING YOUR AGE, SAYING HOW OLD YOU ARE: QUEL ÂGE AS-TU? J'AI DIX ANS.</b></p>	<p><b>NUMBERS 0 – 12, 13 -21 and ASKING YOUR AGE, SAYING HOW OLD YOU ARE: QUEL ÂGE AS-TU? J'AI DIX ANS.</b></p>
<p><b>Asking what someone would like for Christmas/Saying what you would like for Christmas – inc future tense – Je voudrais</b></p>	<p><b>ASKING WHAT SOMEONE WOULD LIKE FOR CHRISTMAS/SAYING</b></p>	<p><b>ASKING WHAT SOMEONE WOULD LIKE FOR CHRISTMAS/SAYING</b></p>	<p><b>ASKING WHAT SOMEONE WOULD LIKE FOR CHRISTMAS/SAYING</b></p>	<p><b>ASKING WHAT SOMEONE WOULD LIKE FOR CHRISTMAS/SAYING</b></p>

	<p><b>WHAT YOU WOULD LIKE FOR CHRISTMAS – INC. FUTURE TENSE – JE VOUDRAIS</b></p> <p>Use Linguafun for Reading and rehearsing oral sentences.</p> <p>Make cartoons using prepared pictures – children make speech bubbles and write a conversation between Father Christmas and a child :</p> <p><i>Qu'est ce tu voudrais pour Noël? Pour Noël je voudrais....</i></p> <p>Use linguafun to choose toys and books – children research and develop their own vocabulary through ICT.</p>	<p><b>WHAT YOU WOULD LIKE FOR CHRISTMAS – INC. FUTURE TENSE – JE VOUDRAIS</b></p> <p>Use Linguafun for Reading and rehearsing oral sentences.</p> <p>Make cartoons using prepared pictures – children make speech bubbles and write a conversation between Father Christmas and a child :</p> <p><i>Qu'est ce tu voudrais pour Noël? Pour Noël je voudrais....</i></p> <p>Use linguafun to choose toys and books – children research and develop their own vocabulary through ICT.</p>	<p><b>WHAT YOU WOULD LIKE FOR CHRISTMAS – INC. FUTURE TENSE – JE VOUDRAIS</b></p> <p>Use Linguafun for Reading and rehearsing oral sentences.</p> <p>Make cartoons using prepared pictures – children make speech bubbles and write a conversation between Father Christmas and a child :</p> <p><i>Qu'est ce tu voudrais pour Noël? Pour Noël je voudrais....</i></p> <p>Use linguafun to choose toys and books – children research and develop their own vocabulary through ICT.</p>	<p><b>WHAT YOU WOULD LIKE FOR CHRISTMAS – INC. FUTURE TENSE – JE VOUDRAIS</b></p> <p>Use Linguafun for Reading and rehearsing oral sentences.</p> <p>Make cartoons using prepared pictures – children make speech bubbles and write a conversation between Father Christmas and a child :</p> <p><i>Qu'est ce tu voudrais pour Noël? Pour Noël je voudrais....</i></p> <p>Use linguafun to choose toys and books – children research and develop their own vocabulary through ICT.</p>
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<p><b>Christmas and New Year Greetings</b>  <b>Dear Mum/Dad/Mum and Dad - Chère Maman, Cher Papa, Chers Maman et Papa</b></p>	<p><b>writing inside</b>  <b>Christmas cards:</b>  <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman  <b>Cher Papa, Chers Maman et Papa</b>        (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux  <b>Noël et bonne année!</b></p>	<p><b>writing inside</b>  <b>Christmas cards:</b>  <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman  <b>Cher Papa, Chers Maman et Papa</b>        (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux  <b>Noël et bonne année!</b></p>	<p><b>writing inside</b>  <b>Christmas cards:</b>  <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman  <b>Cher Papa, Chers Maman et Papa</b>        (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux  <b>Noël et bonne année!</b></p>	<p><b>writing inside</b>  <b>Christmas cards:</b>  <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman  <b>Cher Papa, Chers Maman et Papa</b>        (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux  <b>Noël et bonne année!</b></p>
<p><b>Constant consolidation of Autumn term oral work</b></p> <p><b>Learning to say and write the date in French –consolidation of numbers, learning months and days of the week</b></p>	<p><b>Introduce our new puppet – Claude!!</b>  <i>Revise oral work, in French with Claude</i>  <i>Greetings – Hello, Goodbye, Hi, Good Evening</i>  <i>Asking how someone is</i>  <i>Saying how you are</i>  <i>Asking someone’s name</i>  <i>Saying your own</i></p>	<p><b>Introduce our new puppet – Claude!!</b>  <i>Revise oral work, in French with Claude</i>  <i>Greetings – Hello, Goodbye, Hi, Good Evening</i>  <i>Asking how someone is</i>  <i>Saying how you are</i>  <i>Asking someone’s name</i>  <i>Saying your own</i></p>	<p><b>Introduce our new puppet – Claude!!</b>  <i>Revise oral work, in French with Claude</i>  <i>Greetings – Hello, Goodbye, Hi, Good Evening</i>  <i>Asking how someone is</i>  <i>Saying how you are</i>  <i>Asking someone’s name</i>  <i>Saying your own</i></p>	<p><b>Introduce our new puppet – Claude!!</b>  <i>Revise oral work, in French with Claude</i>  <i>Greetings – Hello, Goodbye, Hi, Good Evening</i>  <i>Asking how someone is</i>  <i>Saying how you are</i>  <i>Asking someone’s name</i>  <i>Saying your own</i></p>

	<i>name</i> <i>Saying how old you are</i> <i>Introducing your family members</i> <i>Saying how old someone else is</i>	<i>name</i> <i>Saying how old you are</i> <i>Introducing your family members</i> <i>Saying how old someone else is</i>	<i>name</i> <i>Saying how old you are</i> <i>Introducing your family members</i> <i>Saying how old someone else is</i>	<i>name</i> <i>Saying how old you are</i> <i>Introducing your family members</i> <i>Saying how old someone else is</i>
<p><b>Learning how to say and write the date</b></p> <p><b>Context:</b> The Very Hungry Caterpillar’ story in French - <b>La Chenille qui fait des trous’</b></p>	<p><i>Learning to say today’s date</i> le jeudi 15 janvier, 2015 le jeudi 22 janvier, 2015 le jeudi 29 janvier, 2015</p> <p>Use of numbers learned New learning: Days of the Week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi – Thursday vendredi - Friday samedi - Saturday dimanche -Sunday Asking: <b>What day is it?</b> <b>Quel jour sommes-nous?</b></p>	<p><i>Learning to say today’s date</i> le jeudi 15 janvier, 2015 le jeudi 22 janvier, 2015 le jeudi 29 janvier, 2015</p> <p>Use of numbers learned New learning: Days of the Week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi – Thursday vendredi - Friday samedi - Saturday dimanche -Sunday Asking: <b>What day is it?</b> <b>Quel jour sommes-nous?</b></p>	<p><i>Learning to say today’s date</i> le jeudi 15 janvier, 2015 le jeudi 22 janvier, 2015 le jeudi 29 janvier, 2015</p> <p>Use of numbers learned New learning: Days of the Week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi – Thursday vendredi - Friday samedi - Saturday dimanche -Sunday Asking: <b>What day is it?</b> <b>Quel jour sommes-nous?</b></p>	<p><i>Learning to say today’s date</i> le jeudi 15 janvier, 2015 le jeudi 22 janvier, 2015 le jeudi 29 janvier, 2015</p> <p>Use of numbers learned New learning: Days of the Week lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi – Thursday vendredi - Friday samedi - Saturday dimanche -Sunday Asking: <b>What day is it?</b> <b>Quel jour sommes-nous?</b></p>

	Today it is Monday. Au'jourd'hui c'est lundi.	Today it is Monday. Au'jourd'hui c'est lundi.	Today it is Monday. Au'jourd'hui c'est lundi.	Today it is Monday. Au'jourd'hui c'est lundi.
<b>NAMING FOOD</b>  Within the context of The Very Hungry Caterpillar' story in French - La Chenille qui fait des trous	<b>Make sentences from the objects in the sac surprise.</b> <b>REVISE: Voici and numbers</b> <b>INTRODUCE: Je mange</b>  <b>Je mange une pomme – I eat an apple</b> <b>Je mange du fromage – I eat some cheese</b> <b>Voici quatre fraises - Here are four strawberries</b> <b>Voici cinq oranges – Here are five oranges</b> <b>Voici une sucette – Here is a lollipop</b>	<b>Make sentences from the objects in the sac surprise.</b> <b>REVISE: Voici and numbers</b> <b>INTRODUCE: Je mange</b>  <b>Je mange une pomme – I eat an apple</b> <b>Je mange du fromage – I eat some cheese</b> <b>Voici quatre fraises - Here are four strawberries</b> <b>Voici cinq oranges – Here are five oranges</b> <b>Voici une sucette – Here is a lollipop</b>	<b>Make sentences from the objects in the sac surprise.</b> <b>REVISE: Voici and numbers</b> <b>INTRODUCE: Je mange</b>  <b>Je mange une pomme – I eat an apple</b> <b>Je mange du fromage – I eat some cheese</b> <b>Voici quatre fraises - Here are four strawberries</b> <b>Voici cinq oranges – Here are five oranges</b> <b>Voici une sucette – Here is a lollipop</b>	<b>Make sentences from the objects in the sac surprise.</b> <b>REVISE: Voici and numbers</b> <b>INTRODUCE: Je mange</b>  <b>Je mange une pomme – I eat an apple</b> <b>Je mange du fromage – I eat some cheese</b> <b>Voici quatre fraises - Here are four strawberries</b> <b>Voici cinq oranges – Here are five oranges</b> <b>Voici une sucette – Here is a lollipop</b>

<p><b>COLOURS</b> And how to say 'I prefer'</p> <p>Revise: C'est Voici Je Voudrais Asking what day it is</p> <p>Learning in the context of The Rainbow Fish story (edited by Helen Smith)</p>	<p><u>LEARN COLOURS</u> rouge, rose, jaune, orange</p> <p>bleu/bleue, vert/verte, violet/violette, noir/noire, gris/grise, brun/brune, blanc/blanche</p> <p>Be able to say what colour something is in French <b>par exemple</b> C'est vert. – It is green. La banane est jaune. – The banana is yellow</p> <p>be able to have a conversation asking which colour someone prefers and answer the same question <b>par exemple</b> Quelle est ta couleur préférée? / Ma couleur préférée, c'est le rouge</p>	<p><u>LEARN COLOURS</u> rouge, rose, jaune, orange</p> <p>bleu/bleue, vert/verte, violet/violette, noir/noire, gris/grise, brun/brune, blanc/blanche</p> <p>Be able to say what colour something is in French <b>par exemple</b> C'est vert. – It is green. La banane est jaune. – The banana is yellow</p> <p>be able to have a conversation asking which colour someone prefers and answer the same question <b>par exemple</b> Quelle est ta couleur préférée? / Ma couleur préférée, c'est le rouge</p>	<p><u>LEARN COLOURS</u> rouge, rose, jaune, orange</p> <p>bleu/bleue, vert/verte, violet/violette, noir/noire, gris/grise, brun/brune, blanc/blanche</p> <p>Be able to say what colour something is in French <b>par exemple</b> C'est vert. – It is green. La banane est jaune. – The banana is yellow</p> <p>be able to have a conversation asking which colour someone prefers and answer the same question <b>par exemple</b> Quelle est ta couleur préférée? / Ma couleur préférée, c'est le rouge</p>	<p><u>LEARN COLOURS</u> rouge, rose, jaune, orange</p> <p>bleu/bleue, vert/verte, violet/violette, noir/noire, gris/grise, brun/brune, blanc/blanche</p> <p>Be able to say what colour something is in French <b>par exemple</b> C'est vert. – It is green. La banane est jaune. – The banana is yellow</p> <p>be able to have a conversation asking which colour someone prefers and answer the same question <b>par exemple</b> Quelle est ta couleur préférée? / Ma couleur préférée, c'est le rouge</p>
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Year 2015 /2016	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN TERM 2015</b>				
<p><u>WEEK 1/2</u> <u>Revision of classroom instructions – speaking and writing</u></p>	<p>Linguascope – class input</p> <p>HOW TO ANSWER REGISTER IN FRENCH</p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p> <p><i>Look/pay attention</i></p>	<p>Linguascope – class input</p> <p><u>Revision:</u> HOW TO ANSWER REGISTER IN FRENCH</p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p>	<p>Linguascope – class input</p> <p><u>Revision:</u> HOW TO ANSWER REGISTER IN FRENCH</p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p>	<p>Linguascope – class input</p> <p><u>Revision:</u> HOW TO ANSWER REGISTER IN FRENCH</p> <p>Stand up please, thank you. <i>Levez-vous s'il vous plaît, merci</i></p> <p>Sit down please, thank you. <i>Asseyez-vous s'il vous plaît, merci</i></p> <p>Put up your hand, thank you. <i>Levez la main s'il vous plaît, merci</i></p> <p>Write please, thank you. <i>Écrivez, s'il vous plaît, merci.</i></p> <p>Listen please, thank you. <i>Écoutez s'il vous plaît, merci</i></p>

	<p><i>please, thank you.</i>  <b>Regardez s'il vous plaît, merci</b>  Open your book  please, thank you.  <b>Ouvrez vos cahier s'il vous plaît, merci</b>  Say that again  please  <b>Répétez s'il vous plaît, merci.</b>  Put away your things  please, thank you.  <b>Ranger ses affaires s'il vous plaît, merci</b></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p> <p><b>Group 'Jacques a dit'</b>  Copying instructions in French and illustrating</p> <p><b>MIXED YEAR 3 AND YEAR 4 GROUPS, REVISION FOR YEAR 4, NEW</b></p>	<p><i>Look/pay attention please, thank you.</i>  <b>Regardez s'il vous plaît, merci</b>  Open your book  please, thank you.  <b>Ouvrez vos cahier s'il vous plaît, merci</b>  Say that again  please  <b>Répétez s'il vous plaît, merci.</b>  Put away your things  please, thank you.  <b>Ranger ses affaires s'il vous plaît, merci</b></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p> <p><b>Group 'Jacques a dit'</b>  Copying instructions in French and illustrating</p> <p><b>MIXED YEAR 3 AND YEAR 4 GROUPS, REVISION FOR</b></p>	<p><i>Look/pay attention please, thank you.</i>  <b>Regardez s'il vous plaît, merci</b>  Open your book  please, thank you.  <b>Ouvrez vos cahier s'il vous plaît, merci</b>  Say that again  please  <b>Répétez s'il vous plaît, merci.</b>  Put away your things  please, thank you.  <b>Ranger ses affaires s'il vous plaît, merci</b></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p> <p><b>Group 'Jacques a dit'</b>  Copying instructions in French and illustrating</p> <p><b>Revision for: MIXED YEAR 5 AND YEAR 6 GROUPS.</b></p>	<p><i>Look/pay attention please, thank you.</i>  <b>Regardez s'il vous plaît, merci</b>  Open your book  please, thank you.  <b>Ouvrez vos cahier s'il vous plaît, merci</b>  Say that again  please  <b>Répétez s'il vous plaît, merci.</b>  Put away your things  please, thank you.  <b>Ranger ses affaires s'il vous plaît, merci</b></p> <p><i>(these verbal instructions to be used each week in all lessons)</i></p> <p><b>Group 'Jacques a dit'</b>  Copying instructions in French and illustrating</p> <p><b>Revision for: MIXED YEAR 5 AND YEAR 6 GROUPS.</b></p>
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	LEARNING FOR YEAR 3	YEAR 4 NEW LEARNING FOR YEAR 4		
<p><u>WEEK 3,4,5</u> <u>GOLDILOCKS AND THE THREE BEARS – BOUCLE D’OR ET LES TROIS OURS</u></p> <p><a href="https://www.youtube.com/watch?v=Mq-qEem6WI8">https://www.youtube.com/watch?v=Mq-qEem6WI8</a> Boucle D’Or et les trois ours</p> <p><u>Saying Hello</u> <u>Asking someone’s name</u> <u>Saying what you are called</u> <u>Revision of early numbers</u> <u>Learning names of household items</u> <u>Using verbs to eat, to finish and to sleep</u></p> <ul style="list-style-type: none"> <li>• <u>Use Linguafun – Days of the week / Greetings and Family</u></li> </ul>	<p>Saying Hello and how are you?</p> <p>Asking someone’s name</p> <p>Saying what you are called</p> <p>Early numbers - Counting to three</p> <p>More able learners will be able to attempt work in Year 4, 5 and 6</p>	<p><b>Revision of material for Year 3</b> + Learning names of household items VERBS: TO EAT - MANGER/FINISH - FINIR/SLEEP- DORMIR Asking who has eaten? – Qui a mangé? Asking who has finished? – Qui a fini? Asking who has slept? – Qui a dormi? Answering questions: Boucle D’Or a dormi. Boucle D’Or a mange. Boucle D’Or a fini It is perfect – C’est parfait.</p>	<p><b>Revision of material for Year 3</b> + Learning names of household items VERBS: TO EAT - MANGER/FINISH - FINIR/SLEEP- DORMIR Asking who has eaten? – Qui a mangé? Asking who has finished? – Qui a fini? Asking who has slept? – Qui a dormi? Answering questions: Boucle D’Or a dormi. Boucle D’Or a mange. Boucle D’Or a fini It is perfect – C’est parfait.</p>	<p><b>Revision of material for Year 3</b> + Learning names of household items VERBS: TO EAT - MANGER/FINISH - FINIR/SLEEP- DORMIR Asking who has eaten? – Qui a mangé? Asking who has finished? – Qui a fini? Asking who has slept? – Qui a dormi? Answering questions: Boucle D’Or a dormi. Boucle D’Or a mange. Boucle D’Or a fini It is perfect – C’est parfait.</p>

<p><b>OR</b>  <u>WEEK 3,4,5</u>  <u>Travelling</u>  <u>Describing myself</u></p> <p><b>Hook:Paddington at the seaside</b>  <a href="https://www.youtube.com/watch?v=2MK8OGNiTG8">https://www.youtube.com/watch?v=2MK8OGNiTG8</a></p> <p>Making a passport Describing appearance  Eg I have blue eyes - J'ai les yeux bleus.</p>				
<p><u>WEEK 6,7,8</u>  <u>Finding out about France</u></p> <p><b>Location in the World/ Europe</b>  <b>Produce</b>  <b>Traditions</b>  <b>National Dress</b></p>	<p><b>Worksheets and Written accounts, this could be powerpoints in pairs, or production of small booklets</b></p> <p><b>Creation of Front covers for books by collage</b></p>	<p><b>Worksheets and Written accounts, this could be powerpoints in pairs, or production of small booklets</b></p> <p><b>Creation of Front covers for books by collage</b></p>	<p><b>Worksheets and Written accounts, this could be powerpoints in pairs, or production of small booklets</b></p> <p><b>Creation of Front covers for books by collage</b></p>	<p><b>Worksheets and Written accounts, this could be powerpoints in pairs, or production of small booklets</b></p> <p><b>Creation of Front covers for books by collage</b></p>

<p><u>WEEK 9, 10,11,12</u> <u>Clothes - What I wear</u></p> <p><b>Hook: The Smartest Giant in Town story</b></p> <p><b>Revise :Je m'appelle Y3 new / R Y4,5,6)</b> <b>Je porte (new to all)</b> <b>Qu'est- ce tu portes? – What are you wearing?</b> <b>Je porte un pantalon – I am wearing /I wear trousers. *See LINGUFUN</b></p> <p><b>Revision / Extension</b> <b>Opinions – Je prefer ( e ) / C'est super/fantastique/nul/ J'aime / Je n'aime pas</b> <b>Je habite – I live</b> <b>Je voudrais avoir – I would like to have</b> <b>Je voudrais porter – I would like to wear</b></p>				
<p><u>WEEK 13, 14, 15</u></p> <p><b>Christmas and New Year Greetings</b> <b>Dear Mum/Dad/Mum and Dad - Chère Maman, Cher Papa, Chers Maman et Papa</b></p>	<p><b>writing inside</b> <b>Christmas cards:</b> <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman</p>	<p><b>writing inside</b> <b>Christmas cards:</b> <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman</p>	<p><b>writing inside</b> <b>Christmas cards:</b> <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman</p>	<p><b>writing inside</b> <b>Christmas cards:</b> <i>Greeting for cards</i></p> <p>Dear Mum/Dad/Mum and Dad - Chère Maman</p>

	<p><b>Cher Papa, Chers Maman et Papa</b> (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux <b>Noël et bonne année!</b></p>	<p><b>Cher Papa, Chers Maman et Papa</b> (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux <b>Noël et bonne année!</b></p>	<p><b>Cher Papa, Chers Maman et Papa</b> (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux <b>Noël et bonne année!</b></p>	<p><b>Cher Papa, Chers Maman et Papa</b> (agreement and plural rules)</p> <p>Happy Christmas and new year Joyeux <b>Noël et bonne année!</b></p>
<b>SPRING TERM 2016</b>				
<p><u>WEEK 1,2,3, 4</u> <u>Personalities – how people are</u></p> <p><u>Hook: The Bad Tempered Ladybird by Eric Carle</u></p> <p>Describe your personality and describe others, including the ladybirds in the story! Funny, happy, boring etc Using he/she in sentences.</p> <p>Revision for years 4,5 and 6 :</p> <ol style="list-style-type: none"> <li>1. Quelle jour sommes-nous?</li> </ol> <p>Au' jourd'hui c'est Lundi...</p> <ol style="list-style-type: none"> <li>2. Counting – counting the spots on the ladybirds.</li> <li>3. Voici</li> <li>4. Family members – introducing family members of the ladybird family.</li> </ol>				

<p><u>WEEK 5,6,7 – telling the time</u>  <u>WEEK 8, 9, 10 – daily activities</u>  <b>TELLING THE TIME IN FRENCH - Quelle heure est-il? (what's the time?)</b>  <b>KEY DAILY ACTIVITIES - First person, present tense</b>  <b>eg - Je mange mon petit déjeuner à sept heures .</b></p> <p><b>Hook: Spot tells the time</b> – Spot the dog has another busy day. Turn the moveable hands of the built-in clock face to show when Spot does all the different things in his busy day - from breakfast to bedtime.</p> <p><b><u>Telling the time</u></b></p> <ul style="list-style-type: none"> <li>• on the hour</li> <li>• Half past</li> <li>• Quarter past</li> <li>• Quarter to</li> </ul> <p><b><u>Key activities in our day:</u></b></p> <ul style="list-style-type: none"> <li>• waking up, breakfast, school, lunch, home time free time activities, dinner, bed</li> </ul>				
<p><u>WEEK 11</u>  <u>EASTER CARDS</u>  <b>JOYEUSES PÂQUES – HAPPY EASTER</b>  <b>I can say/write the Easter Greeting that will go in my card:</b>  <i>Cher Papa et Maman - Dear Mum and Dad</i>  <i>Dear Dad - Cher Papa</i>  <i>Dear Mum - Chère Maman</i>  <i>Joyeuses Paques - Happy Easter</i></p>				

<i>Love from - Amitiés</i>				
<b>SUMMER TERM 2016</b>				
<p><u>WEEKS 1,2,3,4</u>  <b>The weather</b>  <b>Quel temps fait-il ? – What weather is it?</b></p> <p><b>Quel temps fait-il?</b>  <b>What is the weather</b>  <b>Il pleut – it’s raining</b>  <b>Il neige – it’s snowing</b>  <b>Il fait chaud – it’s hot</b>  <b>Il fait froid – it’s cold</b>  <b>Il fait mauvais – it’s bad</b>  <b>Il y a du soleil – it’s sunny</b>  <b>Il y a du vent – it’s windy</b>  <b>Il y a du brouillard – it’s foggy</b>  <b>Il y a des nuages –</b>  <b>it’s cloudy</b></p>				
<p><u>WEEKS 5,6,7</u>  <b>Hook – The 2016 Olympics</b>  <b>Sports I like to do</b></p> <p><b>Qu’est-ce que tu fais ? - What do you do ?</b></p> <p><b>Je joue au football</b>  I play football  <b>Je joue au tennis</b>  I play tennis  <b>Je joue au cricket</b>  I play cricket  <b>Je joue au rugby</b></p>				



<p>I play rugby  <b>Je fais du skate</b>  I do skateboarding  <b>Je fais du vélo</b>  I cycle  <b>Je fais de la danse</b>  I do dancing  <b>Je fais de la natation</b>  I do swimming</p> <p><b>Revision / Extension - years 4,5,6, re-visit days of the week in the question</b>  Qu'est-ce que tu fais lundi? - lundi, je fais de la danse.  <b>Revision Y4,5,6 / new Y3 - Negatives</b>  Tu aimes le sport ? – Do you like sport ?  Oui, j' aime le football. / Non, je n'aime pas le football.</p> <p>(see LINGUAFUN)</p>				
<p><b>WEEKS 8,9,10</b>  <b>Le Pays</b></p> <p><b>Hook – The 2016 Olympics</b>  <b>Saying where you come from – Je viens d' Angleterre,</b>  <b>Saying what nationality you are – Je suis Anglais.</b>  <b>Saying which language you speak – Je parle Anglais,</b></p> <p><b>C'est quel pays ?- which country is it?</b>  <b>Using a world map to find different countries</b>  En Guadeloupe, au Québec, en Tunisie, en France, en Martinique, en Guinée, au Sénégal, en Côte d'Ivoire, au Mali, au Maroc, en Egypte, au Luxembourg, au Laos, en Suisse, au Zaïre, au Vietnam, en Guyane, à Madagascar, en</p>				

Belgique, en Algérie WEEKS 11 -14 Revision of French studied through the year				
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