


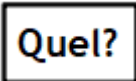

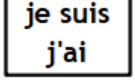
































Fern Hill Whole School Foreign Languages (French) Overview

RK= Retrieved Knowledge NK = New Knowledge



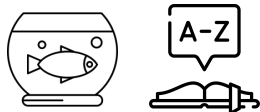
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RK			    Greetings Number 1-10 Gender What?	   Gender I am / I have Comment?		
Y3 NK	        Commands Questions Greetings Count to 10 Gender Age Family Pets	     Months Count to 31 What? Birthdays Days	    Bodyparts Describing Ourselves intro colours conjunctions			
	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) incl basic rules for pronouncing consonants at the end of words (<i>careful</i>)</p> <p>Greetings, Introductions/Ça va? drip feed <i>être</i> (mainly 1st, 2nd and 3rd person singular; teach that the infinitive has two words unlike in English, explore saying I to be, you to be to help them see that this is impossible) <i>and</i> traditional je m'appelle, tu t'appelles etc (Question word: <i>Comment</i>)</p> <p>Basic classroom instructions/praise (then ongoing in all lessons), Numbers to 10, Age (verb: avoir - j'ai... but also introduce 2nd and 3rd person) Fun rap: Quel âge as-tu?</p> <p>Family members (plus simple pet: dog/cat, recapping and extending to give family members' names and age), Qui est dans ta famille?</p> <p>National Curriculum Ref: FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3(mainly with scaffold)</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Continuous brief recaps of basic structures learnt last term</p> <p>Numbers to 31, Months of the year, Birthdays <i>Quelle est la date de ton anniversaire?</i> (RK discuss similarity with Quel?) Days of the week - various online clips/songs used</p> <p>La Chenille qui Fait des Trous (children make flip flap book using days of the week, il mange and numbers + noun), Dictionary work (incl. finding the plural form)</p> <p>National Curriculum Ref:FL:L1-2; FL:S1-4; FL:RC1-3); FL:W(mainly with scaffold)1-3</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3)</p> <p>Parts of the body, leading to asking and answering questions on topic of describing ourselves using fem and masc adjectives (grand/e, petit/e, les yeux marron, les cheveux blonds etc)</p> <p>Question: Tu es comment? Décris-toi! (What do you look like? Describe yourself!)</p> <p>Writing task: Describe yourself but challenge to Optional challenge: To create a simple WANTED poster for imaginary person, using verbs for 3rd person singular. motivating as could be displayed across the school!</p> <p>Recap être and development of avoir (first introduced when giving one's age in AT)</p> <p>Some colours: bleu, marron, vert, noir</p> <p>National Curriculum Ref:FL:L1-2; FL:S1-4; FL:RC1-3); FL:W(mainly with scaffold)1-3</p>			
Y4 RK	    Commands Describing Ourselves Gender Days of the week	   Opinions Commands Greetings	     Commands Opinions Gender adjectives			

Inspiration

Collaboration

Empathy

Excellence


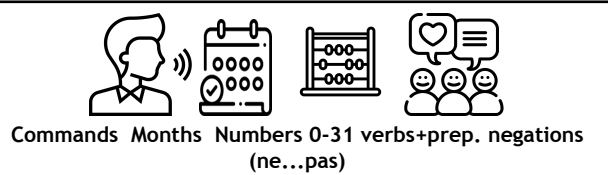
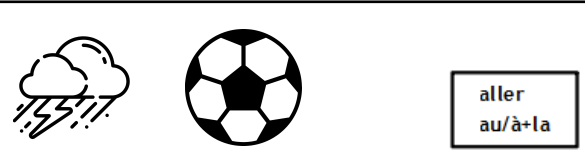
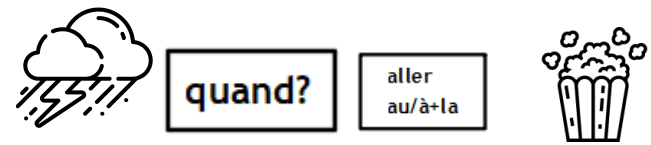
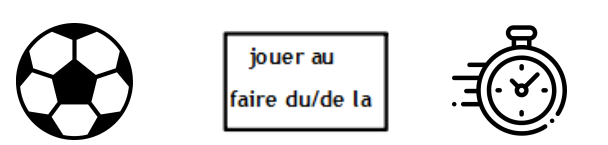

Y4 NK	 Transport Hobbies Questions Opinions	 Fruit Adjectives Adjectival placement	 Animals French composer: Saint-Saëns Dictionary work Grammar: Adjectival agreement
	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Recap questions/answers on describing ourselves from last term (Tu es comment? Décris-toi!)</p> <p>Transport - Comment vas-tu à l'école? - verb: aller (mainly 1st, 2nd and 3rd person singular, asking and answering questions, giving opinions and reasons on topic (j'aime parce que/ je n'aime pas parce que) , adapting according to personal pronoun, <i>le liaison</i> and its rules (constant recap of 'careful' to remind of silent consonants),</p> <p>Introduce 'model' text (some unfamiliar vocabulary introduced: use of word banks), gently introduce negations ne...pas placed either side of the verb to say that they do not go to school Saturday or Sunday), writing zig-zag book, recapping days of the week, stating how you get to school each day, innovate by using selection of adjectives, give opinions/reasons for the type of transport used, adapt for what they do instead on the weekend, then visit Year 3 to share book.</p> <p>Conjunctions other than <i>et</i> - <i>parce que</i> (avec, mais)</p> <p>National Curriculum Ref: FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Continuous brief recaps of basic structures (greetings/Ça va?/introductions)</p> <p>Les Fruits - Qui suis-je? (fun intro to topic): recap je suis (<i>être</i>) and j'ai (<i>avoir</i>) noticing adjectives after nouns.</p> <p>Learn vocabulary for six fruits: Qu'est-ce que c'est? both masc. and fem. and use these to ask and answer questions (Aimes-tu les..?) and learn the grammar below</p> <p>Continue to develop use of opinions, incl negation: J'aime, je n'aime pas, j'adore (avoid <i>je déteste</i> as then children don't tend to challenge themselves to using <i>ne...pas</i>), recap contractions, reiterating placement of 'ne...pas' either side of the verb; touch on need for definitive plural article (J'aime les bananes) and compare with English</p> <p>Recapping simple adjectives grand/petit/bon (in 'English' position), introduce 'normal' French adjectival placement after noun, extending to agreement of gender and singular/plural forms. Teach phrase of <i>il y a</i> (both there is/there are) and link with need for <i>some</i> (e.g. il y a des fraises douces); If time, learn song to try to memorise the eleven adjectives that are placed in front of the noun.</p> <p>Model text: 'Qu'est-ce qu'il y a dans ta salade de fruit?' (some unfamiliar vocabulary introduced: use of dictionaries, recapping ta/ma and rules)</p> <p>Children write a description of their own fruit salad, using the grammatical features learnt (mainly with scaffold of model text available and dictionaries for innovation of vocabulary)</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Animals is a new topic</p> <p>Planned hook: Saint-Saëns Carnaval de Animaux</p> <p>Key objectives: Develop some fluency with use of dictionary Learn 6-8 animals (dog, cat, tortoise being recap from Yr3),</p> <p>Writing outcome: Riddle Secure use of <i>c'est</i> Revisit adjectival placement Revisit question word <i>qui</i> (context of who is in family) and learn that this is also used as a relative pronoun Learn negation: <i>ce n'est pas</i></p> <p>Adjectival agreement (finding the feminine forms in the dictionary)</p> <p>National Curriculum Ref: FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>

Inspiration

Collaboration

Empathy

Excellence


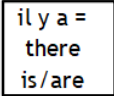






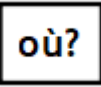
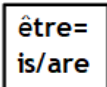


		National Curriculum Ref: FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)	
Y5 RK	 <p>Commands Questions Birthdays I go Greetings</p>	 <p>Commands Months Numbers 0-31 verbs+prep. negations (ne...pas)</p>	 <p>Weather Sport 'to go to the'</p>
Y5 NK	 <p>Weather quand (when) 'to go to the' some places to go (e.g. park, beach, cinema museum)</p>	 <p>Sport Two verbs with prepositions How often?</p>	 <p>Time Numbers 31- 60 Conjunctions personal possessive pronouns</p>
Year 5	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Recapping continues: greetings/Ça va?, introductions, opinions, age etc. Le temps (weather) - Quel temps fait-il? (Decode/read using phonics symbols/actions) What other question constructs can you remember? Comment, Qu'est-ce que...? Quelle est la date de ton anniversaire? Song/clip: Il pleut (Alain le Lait) Learn 5+5 different weather (il.../il fait.../il y a ...) Recap literal meanings too and lack of participle - <i>ing</i> in French. All have physical action to help remember. New Alain le Lait clip asking what the weather's like</p> <p>Verb: aller (recap from Yr 4) Introduce: Qu'est-ce que tu fais quand il...? Quand (new question word). Again have-a-go read using phonics symbols/actions. Grammar/spelling: to the - à+le=au, à+la, à l' followed by vowel sound</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Bonne Année - recap months of the year from Year 3, including spelling them. Recap: <i>Quelle est la date de ton anniversaire?</i> Allows recap of numbers to 31 too (incl. le liaison) Les Sports - verbs: jouer/faire Quel sport fais-tu?/Qu'est-ce que tu joue? Qu'est-ce tu fais? (mainly 1st, 2nd and 3rd person singular but some practice of 3rd person plural (rules for ils/elles recapped) Learn vocabulary for different sports, starting with ball games, introducing à+le=au; the introduce activities with verb faire <i>je fais du/de la</i> (compare with <i>au</i>). Notice need for knowing masc/fem. nouns. Grammar sessions starting to drip feed conjugation of -er verbs. Children are introduced to suffixes and have a go at using the dictionary to conjugate for all persons sing/plural</p>	<p>Quelle heure est-il? Grammar: <i>une</i> as <i>heure</i> is fem. Lots of asking and answering questions. Book work with clock faces. Extending (incl 24 hour clock), then also vocabulary half past, midi, minuit. Link previous two topics, by writing about what they do at what time, when and how often during certain weather Extend sentences by saying with whom, using <i>avec</i> (with) and then personal possessive pronoun (mon/ma/mes) and using a negation: e.g. <i>Quand il pleut à trois heures, je ne joue pas au foot avec mes amis.</i> If time, challenge with <i>si</i> (s'il pleut, je...) Children able to innovate using dictionaries. Further teaching on conjugation of verb of their choice.</p> <p>FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>

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	<p>Develop questions and answers with the above - lots of verbal practice</p> <p>Children write sentences/paragraph about what they do in different weathers</p> <p>Compass directions</p> <p>Weather forecast in pairs (record for class to see if poss) (Last two dropped during lock-down but hopefully in 2021-22)</p> <p>National Curriculum Ref:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>	<p>Secure negations with a stand alone grammar session applied in the context of sports and to familiar verbs</p> <p>Recap fun clip/song learnt in Year 3 - <i>Quelle est la journée que tu aimes?</i> J'aime le lundi parce que je joue/fais...)</p> <p>Recapping/securing how to give opinions and reasons (e.g. ils aiment jouer au foot parce que c'est fantastique)</p> <p>Learn vocabulary for how often: <i>souvent, tous les jours, ne..jamais, normalement</i></p> <p>Children write paragraph about what they do, stating how often and when (free to innovate with days of the week, family members, e.g.Ma soeur et moi jouent au tennis souvent etc).</p> <p>Recap and extend to numbers to 60 lots of practice, bingo, <i>plus ou moins?</i>)</p> <p>FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>	
Y6 RK	   <p>Prepositional agreements, Essential phrase Greetings</p>	  <p>Birthdays Months il y a preposition of place adjectives (placement and agreement) Colour</p>	 <p>Numbers, parts of the body, dictionary use,</p>
Y6 NK	   <p>Directions Places in town New imperative verbs question word prepositions of place</p>	 <p>Claude Monet, To be/to have (3rd person plural)</p>	  <p>Restaurant verb: je voudrais, unspecified amounts du/ de la/de l'/ des j'ai faim/soif Paying for food</p>

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	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Demander sa route: Children learn to ask and answer questions to find their way around in a city. Pour aller à la gare s'il vous plaît? Model text for translation initially (dictionary work) Recap of excusez-moi, Madame, Monsieur, Mademoiselle Vocabulary for places in town: Cognates used, e.g. le bowling, le stade, le supermarché, le parc, le cinéma Imperative verbs and directional vocabulary, as well as ordinal numbers (recaps premier from date/birthday work): allez, tournez, prenez, à gauche, à droite, tout droit, traversez, continuez, Lots of paired conversations using small figures and maps prior to writing Extend with prepositions: à côté de (recap of use of prepositions for masc. and fem. nouns - du/de la/de l'),, devant, derrière (possibly entre) Paired work using map to practise prepositions. New question: <i>Où est le/la?</i> Writing: Dialogue between two people in town. Map included. Innovation using dictionaries: extend conversations with greetings, adjectives etc. Children able to draw in their own places in town, e.g school, town hall (for which they need to find the gender to apply correct preposition)</p> <p>FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) Bonne Année, Bonne Santé - song (Gérard Dalton) 'Have a go' read lyrics Phonics (FL:L2 linking sp. and sound; FL:S3) Les couleurs: placement of most adjectives <i>after</i> nouns and use of <i>il y a</i> (recap from Year 4) Adjectival agreement (masc. fem. and plurals) only touched on in Year 4 Les Coquelicots (painting by Claude Monet): Descriptive language, conjugation of <i>être</i> prepositions (recap fr Year 5) but extended further) Recap other adjectives, ie. those that are placed <i>in front of</i> nouns (still need to agree with masc. fem, plural). Recap song learnt in Year 4 for those 11 adjectives Model text to translate using dictionaries. Using a different Monet painting, children write a descriptive paragraph, using what they have learnt. Wordbanks and dictionaries for innovation</p> <p>FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>	<p>Phonics (FL:L2 linking sp. and sound; FL:S3) New from last year: French ciné-Mini film, <i>La boîte de raviolis</i> - real French animated short movie (citizenship/PSHE links) Children listen carefully to soundtrack initially. Cultural enrichment as we analyse the film, asking questions about the characters and their lives (discussed mainly in English)</p> <p>Listening comprehension: true false statements Sequencing the parts of the film, matching sentences to images (dictionary work) Watch the short film several times - lovely immersion in french language, learning about intonation, simple humour, accurate pronunciation and beginning to see how colloquially, the French also swallow their syllables/shorten words!</p> <p>Use film as inspiration for work on restaurant vocabulary (questions and answers for ordering and paying for food, as well as discussing menus before ordering). Qu'est-ce que tu veux/voudrais? Je voudrais... C'est combien? Recaps numbers, greetings Role play, writing scripts in small groups and performing these. Grammar: unspecified amounts du/ de la/de l'/ des (recaps fem/masc/sing/plural nouns; use of adjectives) Extend conversations by learning to say j'ai faim/j'ai soif (recap of <i>avoir</i> and use of <i>parce que</i> - because) Use of clip and song to motivate/reinforce.</p> <p>FL:L1-2; FL:S1-4; FL:RC1-2 (some RC:3); FL:W1-3 (mainly with scaffold/dictionary, but occasionally 'have-a-go' write on whiteboards)</p>
<p>Extend their learning at home too. linguafun.eu; duolingo (Home learning classrooms have how to access instructions) and links to songs that support our topics posted in the home learning google classroom</p>			

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