

Progression in MFL

Intent

We aim for children to have acquired the essential characteristics of language learners:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture and countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

Implementation:

- 1 Curriculum drivers shape our curriculum breadth in MFL. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, culture, democracy and possibilities.**
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and ‘threshold concepts’. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In MFL, these threshold concepts are; **Read fluently** (*involving recognising key vocabulary and phrases*); **Write imaginatively** (*using key vocabulary and phrases to write ideas*); **Speak confidently** (*using key vocabulary and phrases to verbally communicate ideas*); **Understand the culture of the countries in which the language is spoken** (*involving the background knowledge and cultural capital needed to infer meaning from interactions*)
- 6 **Knowledge Categories:** These ‘Knowledge Categories’ help students to relate each topic to previously studied topics and to form strong, meaningful schema. In MFL these knowledge categories include: **Reading, Writing, Speaking, Listening, Grammar and Culture.**
- 7 Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.
- 8 **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. As MFL is taught only in KS2, pupils begin their learning within milestone 2, which is taught across Years 3 and 4 and milestone 3, which is taught across Year 5 and Year 6
- 9 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the ‘advancing’ stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the ‘deep’ stage.

10.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

11. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
12. Also, as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
13. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps pupils to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
14. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
15. Our content is subject specific. We make intra-curricular links to strengthen schema.
16. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Read fluently	
<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.

- Use books or glossaries to find out the meanings of new words.
- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.

- Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
- Show confidence in reading aloud, and in using reference materials.

Write imaginatively

- Write or copy everyday words correctly.
- Label items and choose appropriate words to complete short sentences.
- Write one or two short sentences.
- Write short phrases used in everyday conversations correctly.
- Write a few short sentences using familiar expressions.
- Express personal experiences and responses.
- Write short phrases from memory with spelling that is readily understandable.

- Write short texts on familiar topics.
- Use knowledge of grammar to enhance or change the meaning of phrases.
- Use dictionaries or glossaries to check words.
- Refer to recent experiences or future plans, as well as to everyday activities.
- Include imaginative and adventurous word choices.
- Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
- Use dictionaries or glossaries to check words.

Speak confidently

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Give responses to questions about everyday events.
- Pronounce words showing a knowledge of sound patterns
- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

- Understand the main points and opinions in spoken passages.
- Give a short, prepared talk that includes opinions.
- Take part in conversations to seek and give information.
- Refer to recent experiences or future plans, everyday activities and interests.
- Vary language and produce extended responses.
- Be understood with little or no difficulty.

Understand the culture of the countries in which the language is spoken

- Identify countries and communities where the language is spoken.
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.
- Show awareness of the social conventions when speaking to someone
- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

Breadth of Study - MFL

In the chosen modern language:

- Speak
- Read
- Write
- Have an awareness and understanding of grammatical structures
- Look at the culture of the countries where the language is spoken

All topics are revisited throughout the year. Our curriculum is forwards and backwards engineered allowing for spacing, revisits and interleaving between topics.

LONG TERM PLAN							
		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Milestone 2 (Basic, Advancing and Deep)	Year 3/4 Cycle A	Phonetics 1 & Salutations (E)	Animals (E)	Phonetics 2 & Fruit (E)	Seasons (E)	In The Classroom (I)	
	Year 3/4 Cycle B	Phonetics 1 & I'm learning French (E)	I Can.... (E)	Phonetics 2 & Musical Instruments (E)	Colours and numbers (E)	Goldilocks (I)	
Milestone 3 Year 5 and 6 (Basic, Advancing and Deep)	Year 5/6 Cycle A	Phonetics 3 & Presenting Myself (I)	Do you have a pet? (I)	Phonetics 4 What is the date? (I)	The weather (I)	The Weekend (P)	
	Year 5/6 Cycle B	Phonetics 3 & Family (I)	At The Cafe (I)	Phonetics 4 & My Home (I)	Clothes (I)	At School (P)	

E = Early language Unit

I = Intermediate Language Unit

Vocabulary Progression Chart – Year 3/4 CYCLE A

Term	Unit	Les son	Vocabulary	Links to prior learning
Advent 1	Phonetics 1	N/A	Key phonemes : CH OU OI ON Linked vocabulary Un cheval – a horse Un mouton – a sheep Un oiseau – a bird Un cochon – a pig	N/A
	Salutations (E)	1	Les salutations = Salutations / Greetings Bonjour = Hello Salut = Hello / Hi	None as this is recommended as a starter unit
		2	Les salutations = Salutations / Greetings Bonjour = Hello Salut = Hello / Hi PLUS add on: Je m'appelle... = My name is...	<ul style="list-style-type: none"> ☑ ON sound in salutations & bonjour ☑ OU sound in bonjour ☑ OI sound in au revoir ☑ Silent letters. We will see that the letter 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters in French. ☑ Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front. ☑ Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
		3	Q: Ça va? = How are you?	
		4	A: Ça va bien = I am well / good Ça va mal = I am not well / not great Comme ci, comme ça = So, so	
		5	Les salutations = Salutations / Greetings Bonjour = Hello Salut = Hello / Hi Je m'appelle... = My name is... Ça va? = How are you? Ça va bien = I am well/good Ça va mal = I am not well/great Comme ci, comme ça = So, so PLUS add on: Au revoir = Goodbye	
		6	Les salutations = Salutations / Greetings Bonjour = Hello Salut = Hello / Hi Je m'appelle... = My name is... Ça va? = How are you? Ça va bien = I am well/good Ça va mal = I am not well/great Comme ci, comme ça = So so Au revoir = Goodbye PLUS add on: À plus tard = See you soon	

Advent 2	Animals (E)	1	Un lion = a lion Un oiseau = a bird Un lapin = a rabbit Un cheval = a horse Un mouton = a sheep	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'J'apprends le français' unit. • What a noun and article/determiner is in English. • What a verb is and that 'I am' comes from the verb 'to be' in English</p> <p>CH sound in cheval • OU sound in souris & mouton • ON sound in cochon & mouton • OI sound in oiseau • Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.</p>
		2	Un singe = a monkey Un canard = a duck Un cochon = a pig Une souris = a mouse Une vache = a cow (introduction to nouns and gender)	
		3	Revisit of all 10 animals + their appropriate indefinite article	
		4	As above but focus on the written spellings	
		5	Je suis (I am) Introduction to liaison (s in suis)	
		6	N/A- Skills unit Assessment	

Lent 1	Phonetics 2	N/A	<p>REVISIT : CH OU OI ON</p> <p>Key Phonemes: I IN ILLE IQUE</p>	<p>Linked vocabulary</p> <p>Un cheval – a horse Un mouton – a sheep Un oiseau – a bird Un cochon – a pig</p> <p>Une grenouille – a frog La musique – music Cinq- 5 Six - 6</p>	Revisit of Phonetics Lesson 1 (Taught in Advent 1)
	Fruit(E)	1	Les fruits = The fruits Une pomme = An apple Une fraise = A strawberry Une pêche = A peach Une banane = A banana Une cerise = A cherry		<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.</p> <ul style="list-style-type: none"> • Vocabulary from the 'J'apprends le français' unit. • What a noun and article/determiner is in English. • What a verb is in English. <p>Ol sound in poire • Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.</p> <p>• Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.
		2	Une orange = An orange Une prune = A plum Une poire = A pear Un kiwi = A kiwi Un abricot = An abricot		
		3	Les fruits = the fruits Les pommes = the apples Les fraises = the strawberries Les pêches = the peaches Les bananes = the bananas Les cerises = the cherries Les oranges = the oranges Les prunes = the plums Les poires = the pears Les abricots = the abricots Les kiwis = the kiwis MOVING FROM SINGULAR TO PLURAL FORM		
		4	J'aime... = I like... Oui = Yes Non = No Preference/opinion of fruits		
		5	Je n'aime pas ... = I do not like... (negative form)		
			<p>Challenge section:</p> <p>Q: Est-ce que tu aimes...? = Do you like...?</p> <p>A: Oui, j'aime... = Yes, I like... Non, je n'aime pas... = No, I do not like...</p>		
		6	N/A Skills unit Assessment		

Lent 2	Seasons (E)	1	Les saisons = The seasons L'hiver = Winter Le printemps = Spring L'été = Summer	<p>No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey but it is recommended to teach 'J'Apprends Le Français' before this unit.</p> <p>ON sound in saison • OU sound in poussent • OI sound in oiseaux • Silent letters. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to notice that this sound is made from the back of the mouth, not the front.</p>
		2	L'automne = Autumn Il y a quatre saisons = There are four seasons En hiver = In Winter Il fait froid = It is cold Il neige = It snows/ it is snowing* Et* = and	
		3	Au printemps = In spring Les fleurs poussent = The flowers grow Les oiseaux chantent = The birds sing	
		4	En été = In summer Il y a du soleil = It is sunny Il fait chaud = It is hot	
		5	En automne = In autumn Les arbres perdent leurs feuilles = The trees lose their leaves Ma saison préférée est = My favourite season is Car = Because	
		6	N/A Skills unit Assessment	

Pentecost 1 and 2	In The Classroom (I)	1	Un bâton de colle = a glue stick Un livre = a reading book Un cahier = an exercise book Un crayon = a pencil Un taille crayon = a pencil sharpener Un stylo = a pen Un cartable = a school bag	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the 'Early learning Units' units. • That j'ai means I have and comes from the verb to have avoir in French. • What a noun and article/determiner is in English. • What a verb is in English.
		2	Une calculatrice = a calculator Une règle = a ruler Une gomme = a rubber / eraser Une trousse = a pencil case Des ciseaux = scissors	• I sound in lisez, silence, calculatrice, livre & ciseaux • Ille sound in taille • Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. • Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
			Q: Qui a Who has	
			A: J'ai (I have.....)	
		3	J'ai = I have..... Je n'ai pas de = I have not got / I do not have....	
		4	Dans ma trousse j'ai... = In my pencil case I have... Dans ma trousse je n'ai pas de... = In my pencil case I do not have	
		5	Écoutez = listen Écrivez = write Répétez = repeat Levez la main = raise your hand Demandez = ask Pensez = think Lisez = read Silence = silence Fermez vos cahiers = close your books Ouvrez vos cahiers = open your books	
6	N/A Skills unit Assessment			

Vocabulary Progression Chart – Year 3/4 CYCLE B

Term	Unit	Les son	Vocabulary	Links to prior learning	
Advent 1	Phonetics 1	N/A	Key phonemes : CH OU OI ON	<p>Linked vocabulary</p> <p>Un cheval – a horse</p> <p>Un mouton – a sheep</p> <p>Un oiseau – a bird</p> <p>Un cochon – a pig</p>	N/A
	I'm learning French (E)	1	N/A- Contextual lesson		OI sound in trois & noir • ON sound in marron • OU sound in rouge • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. There are many silent letters at the end of French words. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.
		2	Q: Bonjour, ça va? = Hello, how are you?		
			A: Ça va bien = I am fine Ça va mal = I am not very well Comme ci, comme ça = So, so!		
			Au revoir = Goodbye		
		3	Q: Comment tu t'appelles? = What is your name?		
			A: Je m'appelle... = My name is...		
4	rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown	Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten			
5	rouge = red bleu = blue jaune = yellow vert = green noir = black blanc = white gris = grey orange = orange violet = purple marron = brown				
6	N/A- Skills unit Assessment				

Advent 2	I Can (E)	1	Danser = to dance Chanter = to sing Cuisiner = to cook Manger = to eat Regarder = to watch		<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1. • Language introduced from units like Animals, Instruments, Fruits & Vegetables and in particular je plus conjugated verb. • Vocabulary from the 'J'apprends le français' unit. • What a verb is in English.</p> <p>CH sound in chanter • OU sound in écouter • OI sound in boire • Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger.</p>
		2	Sauter = to jump Écrire = to write Écouter = to listen Boire = to drink Parler = to talk		
		3	Introduction to Je peux..... (I can.....) sentence stems		
		4	Je peux danser - I can dance Je peux cuisine – I can cook Je peux regarder – I can look Je peux chanter – I can sing Je peux écouter – I can listen	Je peux boire - I can drink Je peux sauter – I can jump Je peux manger – I can eat Je peux écrire – I can write Je peux parler – I can talk	
		5	Revisit of key language structures		
		6	N/A Skills unit Assessment		

Lent 1	Phonetics 2	N/A	REVISIT : CH OU OI ON Key Phonemes: I IN ILLE IQUE	<u>Linked vocabulary</u> Un cheval – a horse Un mouton – a sheep Un oiseau – a bird Un cochon – a pig Une grenouille – a frog La musique – music Cinq- 5 Six - 6	Revisit of Phonetics Lesson 1 (Taught in Advent 1)
	Musical Instruments (E)	1	La trompette = the trumpet La clarinette = the clarinet La batterie = the drum La guitare = the guitar La flûte à bec = the recorder		The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1. • Vocabulary from the 'J'apprends le français' unit. • What a noun and article/determiner is in English. • What a verb is in English.
		2	La harpe = the harp Le piano = the piano Le triangle = the triangle Le violon = the violin Les cymbales = the cymbals		OU sound in joue • ON sound in non & violon • Contractions & Silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon, instruments and piano.
		3	Revisit of all 10 instruments + indefinite article		
		4	Introduction to Je joue I play sentence stems		
		5	Je joue de la batterie - I play the drums Je joue de la flûte à bec – I play the flute Je joue de la guitare – I play the guitar Je joue de la clarinette – I play the clarinet Je joue de la trompette – I play the trumpet	Je joue du piano – I play the piano Je joue du triangle – I play the triangle Je joue du violon – I play the violin Je joue de la harpe – I play the harp Je joue des cymbales – I play the cymbals	
		6	N/A Skills unit Assessment		

Lent 2	Colours and Numbers	1	Les couleurs = Colours Rouge = Red Jaune = Yellow Bleu = Blue Vert = Green Gris = Grey	Revisit of language from “I’m learning French” (Colour and numbers focus) <ul style="list-style-type: none"> • Say 10 common colours in French. • Count from 1-10 in French
		2	Les couleurs = Colours Rouge = Red Jaune = Yellow Bleu = Blue Vert = Green Gris = Grey PLUS : Blanc = White Violet = Purple Orange = Orange Marron = Brown Noir = Black	
		3	Consolidate: Les couleurs = Colours Rouge = Red Jaune = Yellow Bleu = Blue Vert = Green Gris = Grey Blanc = White Violet = Purple Orange = Orange Marron = Brown Noir = Black	
		4	Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5	
		5	Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5 PLUS: Six = 6 Sept = 7 Huit = 8 Neuf = 9 Dix = 10	
		6	Consolidate: Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5 Six = 6 Sept = 7 Huit = 8 Neuf = 9 Dix = 10	

ON sound in marron • OU sound in couleurs & rouge • OI sound in noir & trois • Silent letters. We will see that the letter ‘s’ is not pronounced in couleurs, gris and trois. Some final consonants like ‘s’ are nearly always silent letters in French. • Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front.

Pentacost 1 and 2	Goldilocks (I)	1	<p>Boucle D'Or et les trois ours Goldilocks and the three bears</p> <p>La moyenne chaise The medium chair</p> <p>Mou Soft</p> <p>Boucle D'or Goldilocks</p> <p>La petite chaise The small chair</p> <p>Le grand bol était trop salé. The large bowl was too salty</p> <p>Papa ours Father bear</p> <p>Le grand lit The big bed</p> <p>Le moyen bol était trop sucré. The medium bowl was too sweet</p> <p>Maman ours Mother bear</p> <p>Le moyen lit The medium bed</p> <p>Le petit bol était juste comme il faut. The small bowl was just right</p> <p>Bébé ours Baby bear</p> <p>Le petit lit The small bed</p> <p>La grande chaise était trop grande. The big chair was too tall/high</p> <p>Une maison A house</p> <p>Sucré Sweet</p> <p>La moyenne chaise était trop basse. The medium chair was too short</p> <p>Une forêt A forest</p> <p>Salé Salty</p> <p>La petite chaise était juste comme il faut. The small chair was just right</p> <p>Le grand bol The big bowl</p> <p>Grand Tall/high</p> <p>Le grand lit était trop dur. The big bed was too hard</p> <p>Le moyen bol The medium bowl</p> <p>Le moyen lit était trop mou. The medium bed was too soft</p> <p>Le petit bol The small bowl</p> <p>Dur Hard Le petit lit était juste comme il faut. The small bed was just right</p> <p>La grande chaise The big chair</p>	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' units.
		2	<p>Sorting language as above by</p> <ul style="list-style-type: none"> - Gender: Refer back to the story and see what this means. Does this have an impact on any other words? They should identify that adjectives are affected by gender. Validate their responses. They may have come across simple examples of French adjectival agreement in previous French learning. This is not as complicated as it first appears. 	I sound in petit, lit & il • ILLE sound in fille • Silent letters. The 's' is not pronounced in the final 's' of Boucles or fois and the 't' is not pronounced in et and chat. Both letters are often silent when

			<ul style="list-style-type: none"> - Meaning/Story Order: Did they use the story to work out the meaning of the words they did not recognise? How did they do this? Can they show examples? - Verbs: How did they work out that some of the words are verbs? Are they similar in any way? - Adjectives: How did they decide they were adjectives? What are they describing? 	<p>they are at the end of a French word. • Liaison. Ils ont. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!</p>
		3	Sequencing the story – recognition of key words/phrases	
		4	Creating own text week 1 (revisit of all key language)	
		5	Creatin own text week 2 (revisit of all key language)	
		6	N/A Skills unit Assessment	

Advent 1	Presenting Myself (I)	1	REVISIT FROM Y3 Bonjour, ça va? = Hello, how are you? Ça va bien = I am fine Ça va mal = I am not very well Comme ci, comme ça = So, so! Au revoir = Goodbye Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular nos 1-10 and how you are feeling). • What a verb is in English and knowledge of high frequency first person verbs such as je suis (I am), j'ai (I have) and j'habite (I live). IN sound in cinq • I sound in huit, dix, Patrick, habite, Paris & suis • Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglaise/anglaise pronunciation will change when an 'e' is added to the end of anglais. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.
		2	dix = ten onze = eleven douze = twelve treize = thirteen quatorze = fourteen quinze = fifteen seize = sixteen dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty REVISIT FROM Y3 Q: Comment tu t'appelles? = What is your name? A: Je m'appelle... = My name is ...	
		3	Revisit no's 11-20 Q: Quel âge as-tu? = How old are you? J'ai ans = I am years old	
		4	Q: Où habites tu? = Where do you live? A: J'habite à ... = I live in ...	
		5	Revisit of key language learning + introduction of il est anglais/ elle est anglaise	
		6	N/A Skills unit Assessment	

Advent 2	Do you Have a Pet? (I)	1	Q: As-tu un animal? = Do you have a pet?		The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units. • Vocabulary from 'Je Me Présente' and 'Ma Famille' units. • The difference between a definite and indefinite article/determiner. • That nouns in French have gender and this has an impact on the determiner.	
			Un = A (masculine form) Une = A (feminine form) Un chien = A dog Un chat = A cat Un lapin = A rabbit	Un oiseau = A bird Un hamster = A hamster Un poisson rouge = A goldfish Une tortue = A tortoise Une souris = A mouse		
		2	Revisit target question			É sound in Cécile • E sound in je & de • EAU sound in oiseau • Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words. • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. • Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional
			J'ai... = I have... J'ai un chien = I have a dog J'ai un chat = I have a cat J'ai un lapin = I have a rabbit J'ai un oiseau = I have a bird	J'ai un hamster = I have a hamster J'ai un poisson = I have a fish J'ai une tortue = I have a tortoise J'ai une souris = I have a mouse Et = and		
		3	J'ai... = I have... ..qui s'appelle = ...that is called...			
		4	J'ai... = I have... Je n'ai pas de... = I have not got / I do not have... Je n'ai pas d'... * = I have not got / I do not have... * This form is only used if the next word that follows it starts with a vowel.			
		5	J'ai... = I have... Je n'ai pas de... / d'... = I have not got / I do not have... Qui s'appelle... = that is called Mais = but.....			
6	N/A Skills unit Assessment					

Lent 1	Phonetics 4	N/A	<p>REVISIT : CH OU OI ON</p> <p>I IN ILLE IQUE</p> <p>EAU EUX É È E</p> <p>Key Phonemes: GNE EN QU Ç AN</p>	<p>Linked vocabulary</p> <p>Un cheval – a horse Un mouton – a sheep Un oiseau – a bird Un cochon – a pig</p> <p>Une grenouille – a frog La musique – music Cinq- 5 Six - 6</p> <p>Les yeux - eyes Un appartement – An apartment Un règle – a ruler Un café – a coffee Un bureau – an office</p> <p>La campagne - countryside Les dents - teeth quatre - 4 français - french blanc - white</p>	<p>Phonetics 1 (Taught in Y3 revisit in Y4/Y5/)</p> <p>Phonetics 2 (Taught in Y4 revisit in Y5)</p> <p>Phonetics 3 (Taught in Y5 revisit in Y6)</p>
Lent 1	What is the Date? (I)	1	<p>Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June</p>	<p>Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning units. • Numbers 1-31 • Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality.</p>
		2	Lundi – Monday	Vendredi – Friday	

		Mardi – Tuesday Mercredi – Wednesday Jeudi – Thursday	Samedi – Saturday Dimanche - Sunday	É sound in février, décembre • E sound in septembre & novembre • Silent letters. You will hear and see that the ‘s’ is not pronounced in mars and the ‘t’ is not pronounced in est and juillet. • Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in mardi & mercredi. Made from the back of the mouth, not the front
3		Revisit no’s 1-31		
4		Q: “C’est quand ton anniversaire?” (When is your birthday?)		
		A: Mon anniversaire est le... (My birthday is.....)		
		Explanation that in French dates we do NOT use ordinal indicators (like 2nd, 3rd etc.). We just use the standard number (2 or 3 etc.) The only exception is for any date that is the first of the month. In this case we use the French “le premier” or “1er” (the first) to denote a day or date is the first of the month.		
5		1er janvier = Jour de l’an (New Year’s Day) 6 janvier = La Fête des Rois (Three Kings – Epiphany) février (normally) = Mardi Gras (Shrove or Pancake Tuesday) 1er avril = Le poisson d’avril (April Fool’s Day) mars/avril = Pâques (Easter) 1er mai = La Fête du Travail (Labour Day) 8 mai = La Fête de la Liberté et de la Paix (French Liberation Day) mai/juin = Jour de l’Ascension (Ascension) mai/juin = Lundi de Pentecôte (Pentecost) 14 juillet = La Fête Nationale (Bastille Day) 15 août = L’Assomption (Assumption of Mary and halfway point of summer holiday period) 1er novembre = La Toussaint (All Saints) 11 novembre = La Fête de la Victoire (Remembrance Day) 6 décembre = Saint Nicolas (Saint day of Father Christmas) 25 décembre = Noël (Christmas Day)		
6		N/A Skills unit Assessment		

Lent 2	The Weather (I)	1	Q: Quel temps fait-il?		<ul style="list-style-type: none"> • The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning units. • Vocabulary from 'Je Me Présente' unit (Intermediate), how to say your name, age, where you live and nationality
			Il pleut = it is raining Il neige = it is snowing Il y a du soleil = it is sunny Il y a du vent = it is windy	Il y a un orage = there is a storm Il fait beau = the weather is fine Il fait mauvais = the weather is not good Il fait froid = it is cold	
		2	Revisit target vocabulary		
		3	Listening focus		
			Vendredi il y a du soleil. Samedi il y a du vent. Lundi il fait beau temps. Mercredi il fait froid. Mardi il y a du vent mais il fait aussi chaud. Dimanche il fait froid et il neige. Jeudi il y a du soleil, il fait chaud et il fait beau.		
		4	Dans le nord de la France = in the north of France Dans le sud de la France = in the south of France Dans le centre de la France = in the centre of France Dans l'ouest de la France = in the west of France Dans l'est de la France = in the east of France		
		5	Using target language to create weather forecasts		
6	N/A Skills unit Assessment				

Pentecost 1 and 2	The Weekend (P)	1	Revisit of telling the time to the hour in French Et quart = quarter past Et demie = half past Moins le quart = quarter to		The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning and Intermediate units. • Time on the hour as presented in the À L'École Progressive unit. • How to give our personal details from memory (name, age and where we live).
		2	Je me lève = I get up	J'écoute de la musique = I listen to music	
		3	Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books	Je joue à l'ordinateur = I play on the computer Je joue au foot = I play football Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to bed	
		4	lève comes from the verb "to get up" prends comes from "to take/have" vais comes from "to go" lis comes from "to read" joue comes from "to play" regarde comes from "to watch" écoute comes from "to listen" couche comes from "to go to bed"	Après = After Et = And Plus tard = Later Aussi = Also Finalement = Finally	
		5	C'est génial! = It's amazing / incredible! C'est super! = It's great! C'est amusant! = It's fun! C'est fatigant! = It's tiring/exhausting! C'est barbant! = It's boring/tedious! C'est nul! = It's not great/awful! (Challenge section) J'adore ça! = I love it! Je déteste ça! = I hate it!		
		6	N/A Skills unit Assessment		

Advent 1	The Family (I)	1	<p>Feminine nouns La mère = the mother La soeur = the sister La grand-mère = the grandmother La tante = the aunty</p> <p>Masculine nouns Le père = the father Le frère = the brother Le grand-père = the grandfather L'oncle = the uncle</p> <p>Plural Nouns Les parents = the parents Les grandparents = the grand-parents</p>	The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the 'Early Learning' and 'Je Me Présente' units (how to say your name, age, where you live and nationality and numbers 1-20). • What a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have, j'habite (I live) and je m'appelle (I am called)
		2	<p>Consolidate nouns/definite articles for family</p> <p>Q: elle/il s'appelle comment? What is she/he called?</p> <p>A: Elle s'appelle/ il s'appelle..... (she/he is called.....)</p>	<p>IN sound in cinq & cinquante • I sound in famille, Lisa, Jacqueline, petite & fille • ILLE sound in famille & fille • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grandparents, les or parents. Often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or je) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</p>
		3	<p>Q: As-tu un frère? = Do you have a brother? As -tu une soeur? = Do you have a sister?</p> <p>A: Oui j'ai un frère = Yes I have a brother Oui j'ai une soeur = Yes I have a sister Oui j'ai deux frères = Yes I have two brothers Oui j'ai deux soeurs = Yes I have two sisters Non je suis fils unique = No I am an only son Non je suis fille unique = No I am an only daughter</p>	
		4	Dix = 10 Vingt = 20 Trente = 30 Quarante = 40 Cinquante = 50 Soixante = 60 Soixante-dix = 70 Quatre-vingts = 80 Quatre-vingt-dix = 90 Cent = 100	
		5	<p>Use of my in French</p> <p>Mon = for masculine nouns Ma = for feminine nouns Mes = for plural nouns</p> <p><u>For male members of the family</u> Mon frère = My brother Mon père = My father Mon grand-père = My grandfather</p> <p><u>For female members of the family</u> Ma soeur = My sister Ma mère = My mother Ma grand-mère = My grandmother</p> <p><u>For talking about more than one member of the family</u> Mes soeurs = My sisters Mes grands-parents = My grandparents Mes parents = My parents Mes frères = My brothers</p> <p><u>Extension vocabulary:</u></p>	

			Mon fils = My son Mon mari = My husband Mon oncle = My uncle Mon cousin = My male cousin Mon neveu = My nephew Ma tante = My aunty Ma cousine = My female cousin Ma nièce = My niece Ma fille = My daughter Ma femme = My wife	
		6	N/A Skills unit Assessment	

Advent 2	At The Café (I)	1	<p>Je prends... = I am going to have (The easiest way to order both drinks and food and avoids the verbs to eat and drink). Je voudrais is just as good but then the target question should also change and it becomes more confusing for the children.</p> <p>S'il vous plaît = please</p> <p>Un jus d'orange = an orange juice</p> <p>Un café = a black coffee</p> <p>Un café au lait = a white coffee</p> <p>Un thé au citron = a lemon tea</p> <p>Un thé au lait = a tea with milk</p> <p>Un chocolat chaud = a hot chocolate</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the Early Learning units. • How to say 'hello', 'goodbye', 'please' and 'thank you' in French.</p> <p>IN sound in orangina • I sound in petit, citron, frites, confiture & biscottes • Silent letters. The 's' is not pronounced in words like frites, voudrais, prends, jus or biscottes. This is often the case with final consonants (in these examples 's') at the end of words in French.</p>
		2	<p>Un croissant = a croissant</p> <p>Du beurre = some butter</p> <p>Du pain = some bread</p> <p>De la confiture = some jam</p> <p>Des biscottes = some melba toast</p> <p>Des céréales = some cereal</p> <p>Q: Qu'est-ce que tu prends pour le petit déjeuner?</p> <p>A: Je prends.....</p>	
		3	Role play target question and responses	
		4	Revisit vocabulary	
		5	<p>Je prends.../Je voudrais... = I would like...</p> <p>S'il vous plaît = Please</p> <p>Une omelette au jambon = a ham omelette</p> <p>Une crêpe à la confiture = a crêpe with jam</p> <p>Un sandwich au fromage = a cheese sandwich</p> <p>Un croque-monsieur = a toasted cheese and ham sandwich</p> <p>Un coca-cola = a coke</p> <p>Un orangina = an orangina</p> <p>Des frites = some fries/chips</p> <p>L'addition s'il vous plaît = the bill please</p>	
		6	N/A Skills unit Assessment	

Lent 1	Phonetics 4	N/A	<p>REVISIT : CH OU OI ON</p> <p>I IN ILLE IQUE</p> <p>EAU EUX É È E</p> <p>Key Phonemes: GNE EN QU Ç AN</p>	<p>Linked vocabulary</p> <p>Un cheval – a horse Un mouton – a sheep Un oiseau – a bird Un cochon – a pig</p> <p>Une grenouille – a frog La musique – music Cinq- 5 Six - 6</p> <p>Les yeux - eyes Un appartement – An apartment Un règle – a ruler Un café – a coffee Un bureau – an office</p> <p>La campagne - countryside Les dents - teeth quatre - 4 français - french blanc - white</p>	<p>Phonetics 1 (Taught in Y3 revisit in Y4/Y5/)</p> <p>Phonetics 2 (Taught in Y4 revisit in Y5)</p> <p>Phonetics 3 (Taught in Y5 revisit in Y6)</p>
Lent 1	My Home (I)	1	<p>Q: Où habites-tu? = Where do you live?</p> <p>A: J'habite dans ... = I live in...</p> <p>Une maison = A house Un appartement = An apartment En ville = In town À la campagne = In the countryside À la montagne = In the mountains Au bord de la mer = By the sea Dans un village = In a village</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. • Vocabulary from the Early Learning units. • Vocabulary from 'Je Me Présente', 'Ma Famille' and 'As-tu Un Animal' Intermediate units to be able to present ourselves, talk about our/a family and pets.</p>	

		2	<p>Chez moi il y a... = In my home there is... / there are...</p> <p>Une cuisine = A kitchen</p> <p>Une salle à manger = A dining room</p> <p>Une salle de bains = A bathroom</p> <p>Une chambre = A bedroom</p> <p>Une buanderie = A utility room</p> <p>Et = And</p>		<p>E sound in appartement • EAU sound in bureau • Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p>
		3	<p>Revisit last week language</p> <p>Un sous-sol = A basement</p> <p>Un bureau = An office / a study</p> <p>Un salon = A living room</p> <p>Un garage = A garage</p> <p>Un jardin = a garden</p>		
		4	<p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Et = and</p> <p>Mais = but</p>		
		5	<p>Q: Comment tu t'appelles? = What are you called?</p> <p>Je m'appelle... = My name is...</p> <p>Q: Quel âge as tu? = How old are you?</p> <p>J'ai ... ans = I am ... years old</p> <p>Q: Où habites-tu? = Where do you live?</p> <p>J'habite dans... = I live in...</p> <p>Q: Décris-moi chez toi! = Describe your home to me</p> <p>Chez moi il y a... = In my home there is... / there are...</p> <p>Chez moi il n'y a pas de... = In my home there is not... / there are no...</p>		
		6	N/A Skills unit Assessment		
Lent 2	Clothes (I)	1	<p>Un pantalon = a pair of trousers *</p> <p>Un maillot de bain = swim wear</p> <p>Un pull = a jumper</p> <p>Un tee shirt = a tee shirt</p>	<p>Un manteau = a coat</p> <p>Un short = a pair of shorts</p> <p>Un chemise = a blouse</p> <p>Une robe = a dress</p> <p>Une cravate = a tie</p> <p>Une écharpe = a scarf</p>	

				adjective. • Understand better the differences between definite and indefinite articles. • The vocabulary to describe weather	
2	<p>Une jupe = a skirt Une veste = a jacket Une chemise = a shirt Une casquette = a cap Des collants = a pair of tights ** Des gants = a pair of gloves ** Des bottes = a pair of boots **</p>	<p>Des chaussures = a pair of shoes ** Des chaussettes = a pair of socks ** Des sandales = a pair of sandals ** Des lunettes = a pair of glasses/sunglasses **</p>		<p>É sound in écharpe • E sound in chemise & chemisier • EAU sound in manteau • Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. • -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front</p>	
	<p>* The word "trousers" is singular in French hence the masculine indefinite article "un". ** The article "des" actually translates to "some" but that would be poor English hence our use of "a pair of..." instead.</p>				
3	<p>Q: Qu'est-ce que tu portes à l'école? (What do you wear at school?) Je porte (I wear)</p>				
	<p>*Optional conjugation of the verb PORTER</p>				
4	<p>Adjectival agreement of colours</p>				
5	<p>Dans ma valise je vais metre... = in my case I am going to put...</p> <table border="0"> <tr> <td> <p>Mon pantalon = my trousers Mon maillot de bain = my swim wear Mon pull = my jumper Mon tee shirt = my tee shirt Mon manteau = my coat Mon short = my shorts Mon chemisier = my blouse Mon écharpe = my scarf Ma robe = my dress Ma cravate = my tie</p> </td> <td> <p>Ma jupe = my skirt Ma veste = my jacket Ma chemise = my shirt Ma casquette = my cap Mes collants = my tights Mes gants = my gloves Mes bottes = my boots Mes chaussures = my shoes Mes chaussettes = my socks Mes sandales = my sandals Mes lunettes = my glasses/sunglasses</p> </td> </tr> </table>				<p>Mon pantalon = my trousers Mon maillot de bain = my swim wear Mon pull = my jumper Mon tee shirt = my tee shirt Mon manteau = my coat Mon short = my shorts Mon chemisier = my blouse Mon écharpe = my scarf Ma robe = my dress Ma cravate = my tie</p>
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6	<p>N/A Skills unit Assessment</p>				

Pentecost 1 and 2	At School (P)	1	<p>Les matières = School subjects L'informatique = ICT L'histoire = history L'anglais = English Le dessin = art Le français = French</p>	<p>Le sport = P.E. La géographie = geography La musique = music Les maths = maths Les sciences = science J'étudie = I study</p>	<p>The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3. • Language introduced from Early Learning and Intermediate units. • How to give our personal details from memory (name, age and where we live).</p>
		2	<p>Est-ce que tu aimes...? = Do you like...?</p> <p>* Oui, j'aime... = Yes, I like... ** Oui, j'adore... = Yes, I love... ** Non, je n'aime pas... = No, I do not like... ** Non, je déteste... = No, I hate... **</p> <p>Amusant = Fun Utile = Useful Intéressant = Interesting Facile = Easy Ennuyeux = Boring Difficile = Difficult Inutile = Pointless Parce que c'est = Because it is Car c'est = Because it is Et = and</p> <p>* We could just use the phrase 'Tu aimes...?' for 'Do you like...?' but we want to teach our young learners the full French structure 'Est-ce que tu aimes...?' ('Do you like...?') so they are exposed to more detailed and complex French language at this stage of their learning. ** In French, when we reply to a question using an opinion, it is more natural to reply including a "yes" or "no" as well as our opinion. We do the same in English too. That is why we have included 'Oui' and 'Non' with our opinion language above</p>		<p>QU sound in informatique & musique • Ç sound in français • AN sound in anglaise, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. • Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</p>
		3	<p>Quelle heure est-il? = what time is it?</p> <table border="0"> <tr> <td> <p>Il est une heure = it is one o'clock Il est deux heures = it is two o'clock Il est trois heures = it is three o'clock Il est quatre heures = it is four o'clock Il est cinq heures = it is five o'clock</p> </td> <td> <p>Il est six heures = it is six o'clock Il est sept heures = it is seven o'clock Il est huit heures = it is eight o'clock Il est neuf heures = it is nine o'clock Il est dix heures = it is ten o'clock Il est onze heures = it is eleven o'clock Il est douze heures = it is twelve o'clock Il est minuit = it is midnight Il est midi = it is midday</p> </td> </tr> </table>		<p>Il est une heure = it is one o'clock Il est deux heures = it is two o'clock Il est trois heures = it is three o'clock Il est quatre heures = it is four o'clock Il est cinq heures = it is five o'clock</p>
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		4	Revisit of all prior language learning. Listening activity	
		5	Oral presentation of target lanigage	
		6	N/A Skills unit Assessment	