



Broadmayne First School
Modern Foreign Languages: French

Scheme of Work

Year Three

Autumn

Numbers 0-6

Greetings (including oui/non, and register - present(e))

Classroom commands (asseyez-vous, levez-vous etc)

Colours

Recite a poem (Harvest)

Vocabulary for spelling (letters, useful phrases)

Vocabulary for sentence building (key nouns - animals, family, food, objects)

Christmas (Noel- The Nativity & Letter to Santa)

Spring

Numbers 7-10

Celebrations: Bonne Annee (birthday) and Paques (Easter)-Making Pancakes, Easter Rabbit.

Manners/polite phases

Verbs/actions and adverbs

Masculine and feminine nouns

Punctuation (point etc)

Summer

Numbers 11-31

Clothing items

Days of the week

Punctuation (ouvrez les guillemets)

Year Four

Autumn

Questions and answers and sentence building (Qu'est-ce?)

Masculine and feminine nouns (eg more animals)

Christmas- Snowman & Clothes

Traditional Story- (eg: The Enormous Turnip)

Spring

Adjectives (petit, grand)

Sentence starters (e.g Dans mon ecole...)

Verbs/actions (danser, sauter etc)

Punctuation (e.g point d' exclamation)

Months of the year

BODY PARTS & ADJECTIVES

FAMILY -

Easter- poem. Easter in France- egg rolling

Summer

Vocabulary from a song

Questions and answers (e.g Conversations about me - (e.g Pets and hobbies) and C'est (le date)

Leisure activities

Towns in France (eg Nice, Tours, Bordeaux) Looking at French geography.



Broadmayne First School French Scheme of Work and Progression of Skills and Knowledge

Progression of Knowledge and Skills

Year Three	Year Four
<p>Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. 	<p>Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination.

Vocabulary

Year Three	Year Four
<p><u>Numbers 1-31</u> zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p><u>Colours</u> Rouge bleu blanc noir jaune vert orange rose violet marron gris</p> <p><u>Greetings</u> Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci comme ça Comment t'appelles-tu? Je m'appelle, Monsieur, Madame,</p>	<p><u>Months of the year</u> Janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p><u>Body parts</u> une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, l'épaule, le genou, la main, le bras</p> <p><u>Adjectives</u> grand, petit, gros, long, pointu, énorme, assez, très, grand, petit, féroce, gentil, rigolo</p> <p><u>Facial Features</u> nez, bouche, yeux, oreilles,</p> <p><u>Christmas- Snowman & Clothes</u></p>



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<p>Mademoiselle</p> <p><u>Classroom commands</u></p> <p>Ecoutez Regardez Asseyez-vous</p> <p>Levez-vous Répétez Silence! Venez ici</p> <p>oui, non, present(e)</p> <p><u>Questions</u></p> <p>Quel âge as-tu? J'ai – ans</p> <p>Ça va?</p> <p>Comment t'appelles-tu? Je m'appelle,</p> <p>Quelle est ta couleur préférée?</p> <p>Orange, c'est ma couleur préférée.</p> <p>As-tu des frères ou des soeurs?, Je n'ai/ je pas</p> <p><u>Family- introducing</u></p> <p>le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère, la petite fille</p> <p>mon, ma</p> <p>il s'appelle, elle s'appelle</p> <p><u>Fruit</u></p> <p>les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p><u>Food</u></p> <p>les chips, le coca, les sucettes, le chocolat, les bonbons</p> <p><u>Christmas – The Nativity</u></p> <p>Marie, Joseph, Jésus, Les bergers, Les mouton,s Les rois, Un ange, L'aubergiste Les enfants, Bethléem, Le Bébé, Un cadeau, Une étoile, Une écurie, Une chamber</p> <p><u>Christmas – Santa and Gifts</u></p> <p>un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël</p> <p><u>Days of the week</u></p> <p>lundi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>Que'est-ce que c'est?</p> <p>un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux, il fait froid, il neige, à toi, à moi,</p> <p>le dé, Oh là là!, J'aime ça</p> <p><u>Animals</u></p> <p>Le tigre, L'éléphant, L'ours, Le cochon, La souris, Le lion, La giraffe, Le singe, Le crocodile, Le pingouin, le lapin, le poulet, le chaton, le chat, la souris, tirer, tomber, un chien, un hamster, un lapin, un poisson, un cochon d'Inde</p> <p>un oiseau</p> <p><u>Hobbies- Verbs</u></p> <p>danser, nager, jouer au football, lire, regarder la télé, aller au parc</p> <p>Nos passetemps</p> <p>Qu'est-ce que tu aimes faire?</p> <p>Tu aimes?</p> <p><u>Vehicles</u></p> <p>en bateau, en voiture, en car, en train, en avion</p> <p><u>Clothes</u></p> <p>un pantalon, un short, une jupe, un pull, un T shirt, un chapeau, un maillot de bain, des lunettes de soleil</p> <p><u>Weather</u></p> <p>Il fait chaud, Il fait froid, très, un peu</p> <p><u>Letters of the alphabet</u></p> <p><u>Questions</u></p> <p>Comment dit-on en français?</p> <p>Que'est-ce que c'est?</p> <p>Est-ce que c'est le père?</p> <p>As-tu des frères ou des soeurs?</p> <p>As-tu un animal?</p> <p>Qu'est-ce que tu aimes faire?</p> <p>Tu aimes?</p>
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<p><u>Easter- making pancakes</u> la farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangez</p> <p><u>Easter</u> un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs</p> <p><u>Opinions</u> C'est bon / c'est mauvais</p> <p><u>Miscellaneous</u> est, c'est, le, la, les, un, une, des il est/elle est mon, ma J'ai, Je n'ai pas de et, aussi</p>	<p>Où? Quand? <u>Opinions</u> J'aime ça J'adore, J'aime, Je n'aime pas <u>Miscellaneous</u> Verb: avoir: j'ai and tu as Par ici, Par là</p>
Reading	
Year Three	Year Four
<p>Recognise some familiar words in written form</p> <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. <p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. 	<p>Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. <p>Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation.



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Writing	
Year Three	Year Four
<p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. 	<p>Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school.
Speaking	
Year Three	Year Four
<p>Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • speak clearly and confidently. <p>Perform simple communicative tasks using single words, phrases and short sentences</p> <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. 	<p>Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays.
Listening	
Year Three	Year Four
<p>Listen and respond to simple rhymes, stories and songs</p> <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. <p>Recognise and respond to sound patterns and words</p> <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages <p>Listen attentively and understand instructions, everyday classroom language and praise words</p> <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. 	<p>Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>Listen for sounds, rhyme and rhythm • identify specific sounds e.g. rhymes, letters, phonemes, words</p> <ul style="list-style-type: none"> • compare different sounds.



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Knowledge About Language

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<ul style="list-style-type: none">• Identify specific sounds, phonemes and words.• Recognise commonly used rhyming sounds.• Imitate pronunciation of sounds.• Hear main word classes.• Recognise question forms and negatives.• Recognise how sounds are represented in written form.• Notice the spelling of familiar words.• Recognise that languages describe familiar things differently.• Recognise that many languages are spoken in the UK and across the world.• Recognise conventions of politeness.	<ul style="list-style-type: none">• Reinforce and extend recognition of word classes and understand their function.• Recognise and apply simple agreements, singular and plural.• Use question forms.• Recognise that texts in different languages will often have the same conventions of style and layout.• Apply phonic knowledge of the language to support reading and writing.