

# Whale Hill Primary School

## Scheme of Work

French (Years 3, 4, 5 and 6)



Skill	National Curriculum Objective
<b>Speaking</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
	Speak in sentences, using familiar vocabulary, phrases and basic language structures
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
	Present ideas and information orally to a range of audience
	Describe people, places, things and actions orally* and in writing
<b>Listening</b>	Listen attentively to spoken language and show understanding by joining in and responding
<b>Reading</b>	Read carefully and show understanding of words, phrases and simple writing
<b>Writing</b>	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Describe people, places, things and actions orally* and in writing
<b>Phonology</b>	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word
<b>Vocabulary and Grammar</b>	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
<b>Language Appreciation</b>	Appreciate stories, songs, poems and rhymes in the language

## Whale Hill Primary School French Scheme of Work Overview

Based on the *CGP Salut!* Scheme of Work

	Autumn 1	Autumn 2	Spring	Summer
Year 3	<p><b>Unit 1</b> Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family</p> <p>L1a(i), L1a(ii), L1c(i), L1c(ii) S1a, S1k(i) R1e, R1g(i)</p>	<p><b>Unit 2</b> Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes</p> <p>L1a(i), L1c(ii), L1c(iii) S1a, S1c(i), S1o, R1g(i)</p>	<p><b>Unit 3</b> Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays</p> <p>L1a(i), L1c(ii), L1h, L1m, S1b, S1e, R1e, R1m</p>	<p><b>Unit 4: Animals</b></p> <p>Saying animal vocabulary Asking about pets Describing animals using adjectives Using prepositions Naming animal homes L1n,</p> <p>S1c(i), S1c(ii), S1c(iii), S1d, S1k(ii), R1h, W1a, W1g</p>
Year 4	<p><b>Unit 1: Food</b> Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have</p>	<p><b>Unit 2: At School</b></p> <p>Saying how they travel to school Naming places in school Listing the contents of their pencil case Telling the</p>	<p><b>Unit 3: My Home</b></p> <p><b><u>Saying where they live</u></b></p> <p>Identifying a variety of rooms and types of furniture Saying what there is in the kitchen</p>	<p><b>Unit 4: My Town</b></p> <p>Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of</p>

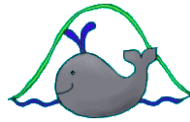
	<p>Understanding cooking instructions</p> <p>L1b(i), S1c(iv), S1f, S1g, S1o, S2c, R1b(i), R1b(ii), R1g(ii), W1j</p>	<p>time Naming school subjects</p> <p>L1b(i), L1b(ii), L1m, S1c(iv), S1l, R1b(i), R2g, W1l</p>	<p>Describing their daily routine</p> <p>L1b(ii), L2h, S1k(ii), S2d, S2e, S2k(i), S2k(ii), S2p, R2l, W2a, W2k(ii), W2k(iii)</p>	<p>items you might buy in a shop</p> <p>L1a(ii), S2f, S2k(i), R2h, R2p, W2j(ii), W2k(ii)</p>
Year 5	<p><b><u>Unit 1: Describing People</u></b>  Saying colours that are useful for describing hair and eyes  Describing physical features  Describing a person's personality  Saying what they are wearing  Using "il" and "elle" with "être" and "avoir"</p> <p>L2o, L2p, S2e, S2k(iii), S2m, R2o(i), R2o(ii)</p>	<p><b><u>Unit 2: The Body</u></b>  Naming parts of the face  Saying basic verbs in the first person  Saying that something hurts  Naming fairy tale characters  Saying traditional fairy tale locations</p> <p>L2l, S2h, S2l</p>	<p><b><u>Unit 3: Sport</u></b> Talking about the sports they play  Expressing likes  Detailed vocabulary for football and tennis matches  The use of the verb "savoir"</p> <p>L2l, S2c, S2k(ii), R2i(i), R2i(ii), R2p, W2c, W2o(i), W2o(ii)</p>	<p><b><u>Unit 4 On Holiday</u></b>  More countries  Holiday accommodation  Vocabulary associated with the zoo, beach and theme park  Using the perfect past tense</p> <p>L2a, L3a, S3c, S3d, S3f, S3k(ii), S3p, R3b,</p>
Year 6	<p><b><u>Unit 1 Eating Out</u></b></p>	<p><b><u>Unit 2 Hobbies</u></b>  Naming hobbies</p>	<p><b><u>Unit 3 Going On A School Trip</u></b></p>	<p><b><u>Unit 4 In France</u></b> Learning where some French cities</p>

	<p>Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant</p> <p>L3a, L3h, S3c, S3d, S3k(i), S3o(i), S4o(i), R2o(i), R3g, W3j(i), W3k(i), W3o</p>	<p>Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film</p> <p>S3c, S2k(ii), S3k(i), S3l, S3o(ii), R3g, R3h, R3m, W2c, W3c, W3j(ii), W3l</p>	<p>The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.</p> <p>L3l(ii), S3h, S3p, S4c, R2p, R3l(ii), R4o(iv), W3c</p>	<p>are located in France Talking about tourist attractions in Paris Learning about Frenchspeaking countries Naming popular French foods</p> <p>L4h, S3f, S3o(ii), S4e, R4g, R4o(iii), W4o(iii)</p>
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# Whale Hill Primary School

## Learning Outcomes

French (Years 3, 4, 5 and 6)



# Learning Outcomes

Based on the KS2 Programme of Study for Foreign Languages

Listening, Speaking, Reading, Writing

L1a stage number statement

Stage 1 Outcomes (Year 3)

Stage 2 Outcomes (Year 4)

Stage 3 Outcomes (Year 5)

Stage 4 Outcomes (Year 6)

PoS Statements	Listening	Speaking	Reading	Writing
a. listen attentively to spoken language and show understanding by joining in and responding	L1a (i) I can understand some simple words and phrases.	S1a I can repeat simple words and phrases.		W1a I can write short, simple responses to spoken language using familiar words.
	L1a (ii) I can understand some simple instructions and follow them.			
	L2a I can pick out familiar words and phrases from spoken sentences.			W2a I can write responses to spoken language using short phrases and simple sentences.
	L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
	L4a I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
b. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.	S1b I can join in with simple songs and rhymes.	R1b (i) I can read and pronounce the most common letters and letter strings in French.	W2b I can use my knowledge of French phonics to help me spell familiar words.
	L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.		R1b (ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	
			R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	



# Learning Outcomes

PoS Statements	Listening	Speaking	Reading	Writing
c. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	L1c (i) I can recognise a question.	S1c (i) I can answer questions to give basic information using simple words and phrases.		W2c I can express my opinions using simple sentences.
	L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.	S1c (ii) I can say that I don't understand, or ask for a question to be repeated.		
	L1c (iii) I can recognise negatives.	S1c (iii) I can ask for help using polite language.		W3c I can express my opinions using complex sentences.
		S1c (iv) I can ask and answer simple questions using short sentences.		
		S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.		
		S3c I can join in with a short, continuous conversation, including giving simple opinions.		
		S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.		
d. speak in sentences, using familiar vocabulary, phrases and basic language structures		S1d I can repeat some simple sentences from memory.		
		S2d I can say several sentences from memory.		
		S3d I can adapt familiar sentences by changing a few words.		
		S4d I can use familiar words and sentence structures to construct new sentences.		
e. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me.	
		S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me.	R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
		S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.		



# Learning Outcomes

PoS Statements	Listening	Speaking	Reading	Writing
f. present ideas and information orally to a range of audiences		S1f I can prepare and recite a few familiar sentences to my teacher.		
		S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions.		
		S3f I can prepare a short talk on a familiar subject and present it clearly and confidently.		
		S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.		
g. read carefully and show understanding of words, phrases and simple writing		S1g I can give a spoken response to a simple written question.	R1g (i) I can recognise and understand some individual written words, and match them to pictures.	W1g I can give a written response to a simple written question.
			R1g (ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.	
			R2g I can follow and understand a familiar written text, reading and listening at the same time.	
			R3g I can understand the main points from a short written text, which contains some unfamiliar language.	
			R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	



# Learning Outcomes

PoS Statements	Listening	Speaking	Reading	Writing
h. appreciate stories, songs, poems and rhymes in the language	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	S2h I can recite a simple finger rhyme or song from memory.	R1h I can read a simple rhyme or poem, in chorus.	W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.
	L2h I can recognise familiar words and phrases in a spoken story or poem.		R2h I can read a simple rhyme, song or story aloud to my class.	
	L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.	S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R3h I can read aloud a short story containing familiar language, clearly and with expression.	
	L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.		R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	
i. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			R2i (ii) I can use a bilingual dictionary to find the French translation of English words.	
j. write phrases from memory, and adapt these to create new sentences, to express ideas clearly				W1j I can write some familiar words from memory.
				W2j (i) I can write some phrases and simple sentences from memory.
				W2j (ii) I can complete a written sentence by adding letters, words and phrases.
				W3j (i) I can write several sentences from memory.
				W3j (ii) I can adapt familiar written sentences by changing a few words.
				W4j (i) I can use familiar words and sentence structures to write new sentences.
			W4j (ii) I can write a short passage from memory, including longer or more complex sentences.	