

# TEACHING SEQUENCE



## Modern foreign languages

	Autumn	Spring	Summer	Curriculum Enhancements
Year 3	<p><b><u>Salutations</u></b></p> <p>I can say <i>hello/hi</i> in French            I can say <i>my name is</i> in French            I can say <i>How are you?</i> in French            I can say <i>I am good/not good/ so so</i> in French            I can say <i>good bye</i> in French            I can say <i>see you soon</i> in French</p> <p><b>Vocabulary:</b> <i>bonjour, salut, Je m'appelle, Ça va?, Ça va bien, Ça va mal, Comme ci, comme ça, Au revoir, À plus tard</i></p>	<p><b><u>Instruments</u></b></p> <p>I can say <i>instruments, recorder, drums, guitar, clarinet and trumpet</i> in French            I can say <i>harp, violin, piano, triangle and cymbals</i> in French            I can recap on previous instruments in French            I can say <i>I play</i> in French</p> <p><b>Vocabulary:</b> <i>les, instruments, la flute a bec, la batterie, la guitare, la clarinette, la trompette, la harpe, le violon, le piano, le triangle, les cymbals, je joue</i></p>	<p><b><u>Seasons</u></b></p> <p>I can say <i>the seasons, spring, summer, autumn and winter</i> in French            I can say <i>it is winter, it is cold, it is snowing</i> in French            I can say <i>in spring, the flowers grow, the birds sing</i> in French            I can say <i>in summer, it is hot, it is sunny</i> in French            I can say <i>in autumn, the leaves fall from their trees, my favourite season is and because</i> in French</p> <p><b>Vocabulary:</b> <i>les saisons, l'hiver, le printemps, l'ete', l'automne, en hiver, Au printemps, En été, En automne, Il fait froid</i></p>	

### Colours and Numbers

I can say *colours in French*  
I can say *red, yellow, blue, green, grey* in French  
I can say *white, purple, orange, brown and black* in French  
I can recap on previous colours in French  
I can say 1, 2, 3, 4 and 5 in French  
I can say 6, 7, 8, 9, 10 in French

**Vocabulary:** *rouge, jaune, bleu, gris, blanc, violet, orange, marron, noir, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix*

### Fruits

I can say *the fruits, apple, strawberry, peach, banana, cherry* in French  
I can say *orange, plum, kiwi and apricot* in French  
I can recap on previous fruits in French  
I can say *Like, Yes and No* in French  
I can say *I do not like* in French

**Vocabulary:** *les fruits, pomme, fraise, peche, banana, series, orange, prune, poire, kiwi, apricot, j'aime, oui, non, Je n'aime pas*

### Little Red Riding Hood

I can say *Little Red Riding Hood, Grandmother, woodcutter, parents, house, forest, some cakes, the wolf* in French  
I can say *body parts* in French  
I can recap on previous words in French

**Vocabulary:** *petit chaperon rouge, les parents, un foret, une maison, le loup, la grand-mere, le bucheron, les yeux, la bouche, les dents, le nez, les jambes, les bras, les pieds*

# Year 4

## I am learning French

I can learn about the French culture  
 I can learn language to describe how I am feeling  
 I can say *what is your name* and *my name is* in French  
 I can learn 1-10 in French  
 I can recap on colours in French

**Vocabulary:** *J'apprends le français, Salut, Bonjour, Ça va ?, Ça va bien, Ça va ma, Comme ci, comme ça, Au revoir, À plus tard, Comment tu t'appelles ?, Je m'appelle, une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix*

## Animals

I can say *animals, a lion, a bird, a rabbit, a horse, a pig* in French  
 I can say *a monkey, a mouse, a sheep, a cow, a duck* in French  
 I can recap on previous animals in French  
 I can say *Guess who I am, I am, and True or false* in French

**Vocabulary:** animaux, un lion, un oiseau, un lapin, un cheval, un cochon, un souris, *devine qui je suis, je suis, vrai ou faux ?*

## I can....

I can say *I am able* and *what are you able to do* in French  
 I can say a range of verbs in French  
 I can recap on previous verbs in French  
 I can say *I am not able* in French

**Vocabulary:** *Qu'est-ce que tu peux faire, Je peux, Je ne peux pas, danser, chanter, sauter, faire du vélo, jouer d'un instrument, patiner, dessiner, nager, parler français*

## Vegetables

I can say vegetables, spinach, onions, carrots, aubergines and courgettes  
 I can say *tomatoes, green beans, peas, mushrooms* and *potatoes* in French  
 I can say *a kilo of and half a kilo of* in French  
 I can *I would like* and *please* in French

**Vocabulary:** *Les legumes, Un kilo de... / d'... \*, carottes, champignons, pommes de terre, petits pois Tomates, haricots verts, d'épinards, d'oignons, d'aubergnes*

## Ancient Britain

I can say a range of historical periods in French  
 I can say *I am a woman, I am a man* from a period of time in French  
 I can say *I have* in French  
 I can say a range of historical items in French

**Vocabulary:** *L'âge de la pierre, L'âge du bronze, L'âge du fer, La période des Romains, La période des Anglo-Saxons, La période des Vikings, J'ai..., Un silex, Une hache, Une épée, Je suis...*

## Ice Creams

I can say *ice creams* in French  
 I can say a range of flavours in French  
 I can say *I would like* in French  
 I can say *a cone/ small pot* in French  
 I can say *how many scoops* in French  
 I can answer using knowledge of my numbers in French

**Vocabulary:** *Les glaces, Une glace à la vanille, Une glace à la banana, Une glace à la fraise, Une glace à la menthe, Une glace à la pistache, Une glace au chocolat, Une glace au caramel, Une glace au café, Une glace au citron, Une glace au cassis*

\*French Penpals

End of phase skills:

**Speaking**

- I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
- I can speak aloud familiar words or short phrases in chorus
- I can use correct pronunciation when speaking and start to see links between pronunciation and spelling
- I can communicate by asking and answering a wider range of questions, using longer phrases and sentences
- I can present short pieces of information to another person
- I can apply phonic knowledge to support speaking (also reading and writing).

**Listening**

- I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs)
- I can develop understanding of the sounds of individual letters and groups of letters (phonics).
- I can listen for and identify specific words and phrases in instructions, stories and songs.
- I can follow a text accurately whilst listening to it being read.

**Grammar**

- I can start to understand the concept of gender (masculine, feminine) and how this is shown in French.
- I can understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns
- I can use a range of familiar verbs in the first person singular
- I recognise the negative form

**Reading**

- I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text
- I can read aloud familiar words or short phrases in chorus
- I can accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions)
- I can accurately read familiar written words, phrases and short sentences aloud to another person

**Writing**

- I can write some familiar simple words from memory or using supported written materials (e.g. familiar nouns) I can write some familiar phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

**Presenting myself**

I can say presenting myself in French  
 I can say *hello* both formally and informally in French  
 I can say a range of general greetings in French  
 I can say *how old are you* and I am in French  
 I can say *where do you live* and *I live in*, in French

**Vocabulary:** *Je me présente, Salut, Bonjour, Ça va ?, Ça va bien, Ça va mal, Comme ci, comme ça, Et toi ?, Ça va très bien, Ça va très mal, Au revoir, À plus tard, Quel âge as-tu ? J'ai... ans, Où habites-tu ? J'habite a*

**Weather**

I can say *it is* followed by a number of weather conditions in French  
 I can complete a listening activity based on the weather  
 I can plan a weather presentation in French  
 I can carry out a weather presentation in French

**Vocabulary:** *Il pleut, Il neige, Il y a du soleil, Il y a du vent, Il y a un orage, Il fait beau, Il fait mauvais, Il fait froid, Il fait chaud*

**Recap and revision/using the app**

**Children will recap on revise knowledge previously covered.**

	<p style="text-align: center;"><b><u>Goldilocks and the three Bears</u></b></p> <p>I can learn vocabulary linked to a fairy-tale in French</p> <p>I can listen to Goldilocks and the Three Bears in French</p> <p>I can begin to retell a fairy-tale in French</p> <p><b>Vocabulary:</b> <i>Papa ours, Maman ours, Bébé ours, Boucle d'or, une maison, une forêt, le grand bol, le moyen bol le petit bo, a grande chaise, l a moyenne chaise, la petite chaise, le grand lit, le moyen lit, le petit lit</i></p>	<p style="text-align: center;"><b><u>What is the date?</u></b></p> <p>I can learn the days of the week in French</p> <p>I can learn the months of the year in French</p> <p>I can recap numbers 1-10 in French</p> <p>I can say what is the date today and it is in French</p> <p>I can say <i>when is your birthday</i> and <i>my birthday is</i> in French</p> <p><b>Vocabulary:</b> <i>Les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Les mois janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, Quelle est la date aujourd'hui, C'est quand ton anniversaire, Mon anniversaire est le</i></p>	<p style="text-align: center;"><b><u>At the tea room</u></b></p> <p>I can learn words linked to a tea room</p> <p>I can say basic greetings and <i>please</i> and <i>thank you</i> in French</p> <p>I can say <i>bill please</i> in French</p> <p>I can say various amounts of money in French</p> <p><b>Vocabulary:</b> <i>un salon de thé, un croque-monsieur, un sandwich au jambon, un sandwich au fromage, un croissant, un pain au chocolat, un café, un café au lait, un thé, un jus d'orange, un coca-cola, un chocolat chaud, une part de gâteau au chocolat, une part de quiche, une brioche, une crêpe, une salade, une omelette, une tartelette, une grenadine, une limonade</i></p>	
<p>End of phase skills:</p>				

### **Speaking**

- I can take part in short conversations using sentences and familiar vocabulary
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and express simple opinions using familiar topics and vocabulary
- I can use connectives to link together what they say so as to add fluency

### **Listening**

- I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises)
- I can undertake longer listening exercises and be able to identify key words or phrases so as to answer questions

### **Reading**

- I can read and understand a variety of simple French texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school, internet sites)
- I can read aloud with expression and accurate pronunciation

### **Writing**

- I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank)
- I can use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)
- I can check spellings with a dictionary

### **Grammar**

- I can use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)
- I can begin to look at what a fully conjugated verb looks like and what each of the personal pronouns are
- I can use the negative form, possessives and connectives Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and begin to understand the concept of adjectival agreement.