

# HOLY TRINITY CATHOLIC ACADEMY

## FRENCH MEDIUM TERM CURRICULUM PLANNER – YEARS A AND B

### SUBJECT: FRENCH YEAR A

#### Intent:

At Holy Trinity Catholic Academy, the intention of our MFL curriculum is to:

- develop an interest in and thirst for learning other languages
- to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways
- to embed the essential skills of listening, reading, speaking and writing and to lay the foundations for future language learning.

#### National Curriculum Objectives:

- 1 Listen attentively to spoken language and show understanding by joining in and responding
- 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures
- 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- 6 Present ideas and information orally to a range of audiences
- 7 Read carefully and show understanding of words, phrases and simple writing
- 8 Appreciate stories, songs, poems and rhymes in the language
- 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- 11 Describe people, places, things and actions orally and in writing
- 12 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.

YEAR A	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<b>Y3/4</b> <b>Advent</b> <b>Term</b> <b>Salut! Cava?</b>  <b>NC objectives</b> <b>1,2,3,5,8</b>	<ul style="list-style-type: none"> <li>• recognise numbers up to 12</li> <li>• Year 4- numbers up to 20</li> <li>• understand and respond to simple questions- Comment tu apelles? ça va?</li> <li>• use simple greetings</li> <li>• Ask and answer simple questions- ça va? Cava bien</li> <li>• Name some vocabulary- numbers.</li> <li>• Join in with some actions in songs, stories and rhymes skills</li> </ul>	Numbers- 1-12 Numbers 11-20 Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, ça va mal Quel âge a tu? Comment tu apelles? Jem'apelle...	<ul style="list-style-type: none"> <li>• Listen and respond to spoken words, phrases and sentences.</li> <li>• use simple words</li> <li>• Recognise and understand some familiar words and phrases.</li> <li>• Read aloud familiar text in chorus.</li> <li>• Write some familiar words</li> <li>• Participate in a short exchange.</li> </ul>
<b>Y3/4</b> <b>Lent Term</b> <b>Jeux et</b> <b>Chansons</b>	<ul style="list-style-type: none"> <li>• know a French version of a well-known song</li> <li>• understand and respond to simple questions (Comment tu apelles? ça va?)</li> <li>• Ask and answer simple questions (Tu préfères? Je préfère...)</li> </ul>	Numbers- 11-20 simple instructions- Écoutez! -Listen! Répétez!-Repeat! Asseyez vous!-Sit down! Levez-vous!-Stand up!	<ul style="list-style-type: none"> <li>• Listen and respond to spoken words, phrases and sentences.</li> <li>• Identify specific words</li> <li>• Use physical response, simple mime and gesture to show they understand.</li> <li>• Listen and respond to simple rhymes and songs.</li> </ul>

<p><b>(Games and Songs)</b></p> <p><b>NC objectives</b> 1,2,3,4,5 7,8,11,9, 12</p>	<ul style="list-style-type: none"> <li>Name some vocabulary- numbers, instructions</li> <li>Join in with some actions in songs, stories and rhymes.</li> <li>recognise numbers to 20</li> <li>understand and respond to simple questions</li> <li>understand instructions and everyday classroom language and praise words- i.e. levez-vous!-Stand up!</li> </ul>	<p>Regardez- Look</p> <p>Expressing preference- Je préfère ... I prefer ... singular/plural nouns phonic focus- é, er, ez; silent -s in simple plurals; on, oi</p> <p>Games- le football (football) le saut à la corde (skipping) Chat Perché (Tag) Cache-cache (Hide and Seek) Jacques a dit (Simon Says)</p>	<ul style="list-style-type: none"> <li>Recognise and understand some familiar words and phrases.</li> <li>Read aloud familiar text in chorus.</li> <li>Write some familiar words</li> <li>Listen for specific words and phrases</li> <li>Ask and answer a familiar question</li> <li>Listen and respond to rhymes and songs</li> <li>Understand a simple sentence.</li> <li>Write some familiar words and simple sentences</li> <li>to recognise and apply simple agreements, e.g gender, singular, plural</li> </ul>
<p><b>Y3/4 Pentecost Term</b> <b>On fait la fete (celebrations)</b></p> <p><b>NC objectives</b> 1,2,3,4,5 7,8,9,12</p>	<ul style="list-style-type: none"> <li>recognise months of the year</li> <li>understand and respond to simple questions</li> <li>Ask and answer simple questions about age and birthday (Quel age a tu? J'ai ...ans)</li> <li>Use some simple familiar verbs- hobbies ( je joue au football)</li> <li>Join in with some actions in songs, stories and rhymes skill</li> <li>recognise numbers to 20</li> <li>understand and respond to simple questions (Quelle est la date de ton anniversaire?)</li> <li>say a rhyme or song from memory (Joyeux anniversaire)</li> </ul>	<p>Numbers- 1-20 Quel age a tu? Quelle est la date de ton anniversaire?</p> <p>Months of the year- janvier January février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>Free time- Je joue bien au football, Je nage bien( I'm good at swimming) Je danse Je chante (I sing) Je lis( I read)</p> <p>Joyeux anniversaire</p>	<ul style="list-style-type: none"> <li>Listen and respond to spoken words, phrases and sentences.</li> <li>use simple words</li> <li>use physical response, mime and gesture to understand</li> <li>Recognise and understand some familiar words and phrases.</li> <li>Write some familiar words</li> <li>Listen for specific words and phrases and respond to instructions</li> <li>Ask and answer a familiar question</li> <li>Understand a simple sentence.</li> <li>Write some familiar words and simple sentences</li> </ul>

<p><b>Y5/6</b> <b>Advent</b> <b>Term</b> <b>Tu as comment? (What do I look like? )</b> <b>NC</b> <b>objectives</b> <b>1,2,3,4,5</b> <b>6,7,9,11,12</b></p>	<ul style="list-style-type: none"> <li>• Recognise some colours in French</li> <li>• know the names of colours to describe hair</li> <li>• Know how to describe different styles of hair (court/frises)</li> <li>• Know how to understand a text by reading it carefully</li> <li>• Know how to describe a person's physical appearance</li> </ul>	<p>Les cheveux: hair – blonds, bruns , roux, noirs Les yeux: eyes- bleus , verts, marron des lunettes: glasses des boucles d'oreilles: earrings le chapeaux: hat une barbe: beard une moustache: moutache courts - short Mi-longs – mid length longs- long raides- straight frises- curly</p>	<ul style="list-style-type: none"> <li>• To listen attentively and understand more complex phrases and sentences.</li> <li>• To recognise patterns in simple sentences.</li> <li>• To manipulate language by changing an element in a sentence.</li> <li>• To integrate new language into previously learnt language</li> <li>• To apply grammatical knowledge to make sentences.</li> <li>• Read aloud confidently familiar words</li> <li>• To integrate new language into previously learnt language</li> <li>• Write words, phrases and short sentences using a reference</li> </ul>
<p><b>Y5/6</b> <b>Lent Term</b> <b>Quel temps fait-il?(Weather)</b> <b>NC</b> <b>objectives</b> <b>1,2,3,4,5</b> <b>7,8,9,10,11,12</b></p>	<ul style="list-style-type: none"> <li>• Recognise numbers 0-40</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Understand and say weather phrases</li> <li>• (il fait du soleil/ du vent)</li> <li>• Understand names of clothes</li> <li>• Say the temperature</li> </ul>	<p>Numbers 0-40 Quel temps fait-il? (What is the weather)</p> <p>Il pleut – it's raining Il neige – it's snowing Il fait chaud – it's hot Il fait froid – it's cold Il fait mauvais – it's bad Il y a du soleil – it's sunny Il y a du vent – it's windy Il y a du brouillard – it's foggy Il y a des nuages – it's cloudy un manteau (a coat) un chapeau (a hat) un parapluie (an umbrella) une écharpe (a scarf) des gants (gloves) des bottes (boots) des lunettes de soleil sunglasses) Il fait quelle temperature? What temperature is it?</p>	<ul style="list-style-type: none"> <li>• Memorise a rhyme</li> <li>• To use action and rhymes to aid memorisation.</li> <li>• Listen and understand more complex phrases</li> <li>• Ask and answer a variety of questions with support</li> <li>• Read aloud confidently familiar words</li> <li>• Follow a text of a familiar song/story and sing or read aloud</li> <li>• (Story: Quel temps fait-il Berthe?)</li> <li>• Write a more complex sentence using a language scaffold</li> <li>• To memorise and present a short spoken text</li> </ul>
<p><b>Y5/6</b></p>	<ul style="list-style-type: none"> <li>• To understand and say weather phrases (il fait du soleil/ il fait beau)</li> <li>• recognise numbers 1-50</li> </ul>	<p>Je porte: I wear des lunettes de soleil glasses des tongs flip flops un short shorts</p>	<ul style="list-style-type: none"> <li>• To listen attentively and understand more complex phrases and sentences.</li> <li>• To recognise patterns in simple sentences.</li> </ul>

<p><b>Pentecost Term</b></p> <p><b>Bon Voyage</b> (Have a safe journey)</p> <p><b>NC objectives</b> 1,2,3,4,5 7,9,10,11,12</p>	<ul style="list-style-type: none"> <li>Understand names of clothes (un t shirt/ un pantalon)</li> <li>Say the temperature</li> <li>Know the names of some transport</li> <li>To recognise vocabulary linked to the seaside (la mer/une glace)</li> </ul>	<p>un t-shirt une robe dress un chapeau hat une chemise: shirt une jupe: skirt un pantalon: trousers des chaussettes: socks des chaussures: trainers une bouteille de crème solaire: sun cream</p> <p>weather: Il fait chaud – it's hot Il fait beau - its nice</p> <p>Il y a du soleil – it's sunny</p> <p>transport- En bateau, en avion, en voiture, en train sea side- la mer: sea, le sable: sand une seau: bucket une pelle: spade une glace: ice cream</p>	<ul style="list-style-type: none"> <li>To manipulate language by changing an element in a sentence.</li> <li>To integrate new language into previously learnt language</li> <li>To apply grammatical knowledge to make sentences.</li> </ul>
SUBJECT: FRENCH YEAR B			
YEAR B	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<p><b>Y3/4 Advent Term</b></p> <p><b>Moi</b></p> <p><b>N.C objectives</b> 1,2,3,5,7,8,12</p>	<ul style="list-style-type: none"> <li>recognise numbers to 12</li> <li>Year 4- numbers up to 20</li> <li>understand and respond to simple questions i.e Quel age a tu?</li> <li>use simple greetings- bonjour, comment ça va?</li> <li>say who is in their family</li> <li>say a rhyme or song from memory</li> </ul>	<p>Numbers- 1-20 Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme Quel age a tu? Comment tu Apelles? Jem'apelle... Quel âge as-tu? J'ai sept/huit ans Members of the family: (ma famille) le père, la mère, le frère, la soeur, le grand-père, la grand-mère Alphabet</p>	<ul style="list-style-type: none"> <li>Listen for specific words and phrases</li> <li>Ask and answer a familiar question</li> <li>Understand a simple sentence.</li> <li>Write some familiar words and simple sentences using a language scaffold.</li> <li>Understand basic grammar- fem, masc forms</li> </ul>
<p><b>Y3/4 Lent Term</b></p> <p><b>Portraits</b></p> <p><b>NC objectives</b></p>	<ul style="list-style-type: none"> <li>recognise numbers to 11-20</li> <li>know a French version of a well-known song (I can sing a rainbow)</li> <li>understand and respond to simple questions</li> <li>Ask and answer simple questions</li> <li>Give a simple description</li> </ul>	<p>Numbers- 11-20 les couleurs colours rouge red rose pink orange orange jaune yellow bleu(e) blue vert(e) green</p>	<ul style="list-style-type: none"> <li>Listen and respond to spoken words, phrases and sentences.</li> <li>Identify specific words</li> <li>Use physical response, simple mime and gesture to show they understand.</li> <li>Listen and respond to simple rhymes and songs.</li> <li>Recognise and understand some familiar words and phrases.</li> <li>Read aloud familiar text in chorus.</li> <li>Write some familiar words</li> </ul>

<p><b>1,2,3,5,7 8,9,11,12</b></p>	<ul style="list-style-type: none"> <li>Name some vocabulary- numbers, colours, body parts</li> <li>Join in with some actions in songs, stories and rhymes i.e Simon says</li> </ul>	<p>noir(e) black blanc(he) white violet(te) violet Jacques a dit (Simon Says)</p> <p>le nez nose le bras arm le coude elbow la tête head la bouche mouth la jambe leg les épaules shoulders les genoux knees les pieds feet les doigts fingers les orteils toes les yeux eyes l'oeil (m) eye les oreilles ears l'oreille (f) ear</p> <p>Il/Elle est ... He/She is ... grand(e) big/tall petit(e) small</p>	
<p><b>Y3/4 Pentecost Term Les animaux</b></p> <p><b>NC objectives 1,2,3,4,5,7 8,9,12</b></p>	<ul style="list-style-type: none"> <li>Know the names of some animals- un chat, un mouton, une souris,</li> <li>Recall simple vocabulary such as colours, numbers.</li> <li>Adjectival agreement (adjective agrees with noun i.e une petite souris</li> <li>Understand word order (adjective after noun- for colours- un oiseau noir)</li> <li>Ask and answer about animals at home:</li> <li>To be able to say your likes and dislikes: j'aime/ je n'aime pas</li> </ul>	<p>un chat/ une chatte: cat un mouton: sheep un oiseau: bird un poisson rouge: goldfish un cheval: horse un âne: donkey une souris: mouse une vache: cow une chèvre: goat un lapin: rabbit un cochon d'Inde / un cobaye: a guinea pig grand grande petit petite</p> <p>Tu as un animal ? J'ai Je n'ai pas</p> <p>Tu aimes ... ? J'aime Je n'aime pas</p>	<ul style="list-style-type: none"> <li>Listen and respond to spoken words, phrases and sentences.</li> <li>Speak, read and understand a simple sentence with a noun and adjective</li> <li>Ask and answer a few familiar questions with support</li> <li>Write a simple sentence using a language scaffold</li> <li>Explore simple grammatical concepts</li> </ul>

<p><b>Y5/6</b> <b>Advent</b> <b>Term</b> <b>Ma famille</b> <b>NC objectives</b> <b>1,2,3,4,5,7</b> <b>10,11,12</b></p>	<ul style="list-style-type: none"> <li>recognise numbers up to 30</li> <li>Follow and respond to a wider range of classroom instructions</li> <li>Recall simple vocabulary such as colours, families,</li> <li>Know that symbols such as accents (cedillas) affect the pronunciation of words</li> </ul>	<p>Numbers 1-30 Colours- red – rouge. yellow – jaune. blue – bleu/bleue. green – vert/verte. orange – orange. white – blanc/blanche. black – noir/noire. gray – gris/grise. Members of the family: (ma famille) le père, la mère, le frère, la soeur, le grand-père, la grand-mère Pets- A cat: un chat (female: une chatte) A dog: un chien (female: une chienne) A goldfish: un poisson rouge. A Guinea pig: un cochon d'Inde / un cobaye. A rabbit: un lapin (female: une lapine)</p>	<ul style="list-style-type: none"> <li>Listen and understand more complex phrases</li> <li>Ask and answer a variety of questions with support</li> <li>Read aloud confidently familiar words</li> <li>Follow a text of a familiar song/story and sing or read aloud</li> <li>Write a more complex sentence using a language scaffold</li> <li>Understand that the definite/indefinite article changes according to the gender of the noun and whether its singular or plural</li> </ul>
<p><b>Y5/6</b> <b>Lent Term</b> <b>On y va</b> <b>(Let's go)</b> <b>NC objectives</b> <b>1,2,3,4,5</b> <b>6,7,10,11</b></p>	<ul style="list-style-type: none"> <li>recognise numbers 30-40</li> <li>Follow and respond to a wider range of classroom instructions</li> <li>Recall simple vocabulary such as colours, body parts and animals</li> <li>Understand that the definite/indefinite article changes according to the gender of the noun and whether its singular or plural</li> <li>Understand that symbols such as accents (cedillas) affect the pronunciation of words</li> </ul>	<p>Numbers 30-40 ways to get to school transport: En bateau, en avion, en voiture, en train On va aller, prendre countries where French is spoken weather phrases Days of the week Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p>	<ul style="list-style-type: none"> <li>Listen and understand more complex phrases</li> <li>Ask and answer a variety of questions with support</li> <li>Read aloud confidently familiar words</li> <li>Follow a text of a familiar song/story and sing or read aloud</li> <li>Write a more complex sentence using a language scaffold</li> <li>Give a short presentation in small groups.</li> </ul>
<p><b>Y5/6</b> <b>Pentecost</b> <b>Term</b> <b>Vive la sport</b> <b>(Our sporting lives)</b>  <b>NC objectives</b> <b>1,2,3,4,5</b> <b>6,7,9,10,12</b></p>	<ul style="list-style-type: none"> <li>say some sports in French- tennis, cricket, basket, foot</li> <li>know the names of some food and drink- ( le poisson, une pomme, le jus d'orange)</li> <li>know the days of the week- (lundi, mardi )</li> <li>Express opinions- like/dislike (Tu aimes le poisson? J'aime/Je n'aime pas)</li> </ul>	<p>Qu'est-ce que tu fais (lundi)? What are you doing / do you do (on Monday)?</p> <p>Qu'est-ce que tu fais pour rester en forme? (What do you do to keep fit?)</p> <p>Je joue au tennis / au I play tennis/cricket/basketball cricket / au basket</p> <p>Je fais du vélo / du skate / de I ride my bike/skateboard/ la danse / de la natation dance/swim</p> <p>Jouez (Play) Mangez (Eat) Buvez (Drink)</p>	<ul style="list-style-type: none"> <li>Listen and understand more complex phrases</li> <li>Ask and answer a variety of questions with support</li> <li>Read aloud confidently familiar words</li> <li>to use physical response to show recognition and understanding of specific words and phrases</li> <li>Follow a text of a familiar song/story and sing or read aloud</li> <li>to write simple words and phrases using a model and some words from memory</li> <li>Write a more complex sentence using a language scaffold</li> </ul>

		<p>le jus d'orange (orange juice) le yaourt (yoghurt) le poisson (fish) une pomme (an apple) les carottes (carrots) le chocolat (chocolate) le coca (coca-cola) les pommes frites (chips) les bonbons (sweets)</p> <p>Days of the week: lundi -(Monday) mardi (Tuesday) mercredi (Wednesday) Jeudi (Thursday) vendredi (Friday) samedi (Saturday) dimanche (Sunday)</p>	
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