



National Curriculum	Key Questions		Substantive Knowledge	Grammar																									
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>present ideas and information orally to a range of audiences</li><li>read carefully and show understanding of words, phrases and simple writing</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>describe people, places, things and actions orally and in writing</li><li>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.</li></ul>	<p>Can you say the French names of the four animals in the animation? <i>le cheval</i> (horse), <i>le mouton</i> (sheep), <i>le lapin</i> (rabbit) and <i>la souris</i> (mouse)</p> <p>Where does the adjective come in a French sentence? (At the end of the sentence).</p>		<p><b>Pupils know:</b></p> <p>Words and letters in French can have a different sound or pronunciation to English.</p> <p>How to distinguish between ‘ou’ and ‘eu’ sounds in French.</p> <p>The names of some animals in French.</p> <p>Some movement-related verbs.</p> <p>How to answer the question <i>C’est de quelle couleur ?</i></p> <p>When to use <i>il</i> or <i>elle</i> for the pronoun ‘it’, depending in the gender of the noun.</p>	<p><b>Pupils know:</b></p> <p>There are two groups of nouns in French (<i>masculine and feminine</i>).</p> <p>The gender of the noun affects the form of the indefinite article (<i>un/ une</i>).</p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular pronouns (<i>je, tu, il/elle</i>).</p> <p>A range of action verbs in French.</p>																									
	<b>Key Vocabulary</b>		<b>Disciplinary Knowledge</b>	<b>Prior Learning</b>																									
	<table><tr><td>le cheval</td><td>the horse</td></tr><tr><td>le mouton</td><td>the sheep</td></tr><tr><td>le lapin</td><td>the rabbit</td></tr><tr><td>la souris</td><td>the mouse</td></tr><tr><td>Il galope.</td><td>He/It gallops</td></tr><tr><td>Elle court.</td><td>She/It runs.</td></tr><tr><td>gris(e)</td><td>grey</td></tr><tr><td>Non, le lapin ne galope pas etc.</td><td>No, the rabbit doesn’t gallop etc.</td></tr><tr><td>Il sautille.</td><td>He/It hops.</td></tr><tr><td>Elle trotte.</td><td>She/It scurries.</td></tr><tr><td>la pomme</td><td>the apple</td></tr><tr><td>Il/Elle est ... vite</td><td>He/She/It is ... quickly</td></tr><tr><td>lentement</td><td>slowly</td></tr></table>		le cheval	the horse	le mouton	the sheep	le lapin	the rabbit	la souris	the mouse	Il galope.	He/It gallops	Elle court.	She/It runs.	gris(e)	grey	Non, le lapin ne galope pas etc.	No, the rabbit doesn’t gallop etc.	Il sautille.	He/It hops.	Elle trotte.	She/It scurries.	la pomme	the apple	Il/Elle est ... vite	He/She/It is ... quickly	lentement	slowly	<p><u>Listening</u> Listen to and show understanding of single words through a physical response.</p> <p>Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p><u>Speaking and pronunciation</u> Recognise a familiar question and respond with a simple rehearsed response. Join in with actions to accompany songs, stories and rhymes and say some of the words.</p> <p><u>Reading</u> Use knowledge of the sound of some letters in French to read aloud or say individual words.</p> <p>Read and show understanding of familiar simple words.</p> <p><u>Writing</u> Write and say familiar words to describe people, places, things and actions using a model.</p> <p>Write some familiar words from memory with understandable accuracy.</p>
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Assessment																													
<p>Pupils working at the expected standard will:</p> <ul style="list-style-type: none"><li>Be able to identify whether a noun is masculine or feminine depending on whether it is preceded by le or la.</li><li>Use il or elle for he or she depending on whether the noun that follows is masculine or feminine.</li><li>Recognise the French words for some animals (horse, sheep, mouse, rabbit).</li><li>Be able to read and write simple sentences about animals in French.</li></ul>																													

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
<b>Last Lesson</b> Sing along to the French song 'Le Téléphone'.	<b>Last Topic</b>	<b>Learning Objective</b> To know the names of some animals in French and say whether they are masculine or feminine.  <b>Success Criteria</b> I can say the French words for horse, sheep, rabbit, mouse and apple. I know that 'le' means 'the' and is used for singular masculine nouns. I know that 'la' means 'the' and is used for singular feminine nouns.  <b>Activity:</b> Use the wordbank to introduce the animal names le cheval, le mouton, le lapin and la souris. Play the unit animation and encourage pupils to identify and translate the different nouns.  Introduce the noun la pomme and then sort the nouns into two groups- masculine and feminine. Ask pupils to identify the key difference between the two groups ('le' used for masculine nouns, la used for feminine nouns). Provide pupils with pictures of the animals/ apple and ask them to sort them into the two groups in their books- writing the correct name of each underneath.	Nouns in French are split into two groups- masculine and feminine.  Le means 'the' and is used for masculine singular nouns.  La means 'the' and is used for feminine singular nouns.
<b>All About France</b>			

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
<b>Last Lesson</b> What are the French words for these body parts? Nose (nez) Eyes (yeux) Mouth (bouche)	<b>Last Topic</b> Write the French words for red, blue, yellow and green. <i>(rouge, bleu, jaune, vert)</i>	<b>Learning Objective</b> To understand and say simple sentences about animals.  <b>Success Criteria</b> I know that each sentence will contain a determiner, a noun and a verb. I can use the French for 'he, she' and 'it'. I can use a simple phrase about an animal in French.  <b>Revise:</b> <ul style="list-style-type: none"> <li>Animal names from lesson 1.</li> </ul> <b>Teach:</b> <ul style="list-style-type: none"> <li>How to form simple sentences about the animals discussed in lesson 1 e.g.  Il cheval galope ( <i>The horse gallops</i> ).  Elle es une souris. Elle trotte. ( <i>It is a mouse. It scurries</i> ).</li> <li>How to write sentences in the negative e.g:  Non, le lapin ne galope pas ( <i>No, the rabbit doesn't gallop</i> ).</li> </ul> <b>Activity:</b> Pupils to make sentences about the four animals from the story by arranging determiner, noun and verb vocabulary cards and to practise saying these out loud.	<i>//</i> and <i>elle</i> are used for 'he' and 'she' in French.  There is no word for 'it' in French so we use <i>il</i> or <i>elle</i> depending on whether the noun is masculine or feminine.
<b>All About France</b> Name two countries, apart from France, where French is spoken?  <i>(Belgium, Cameroon, Canada, Madagascar etc.)</i>			

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<b>Last Lesson</b> Write the following in French: The rabbit hops  <i>(Le lapin sautille)</i>	<b>Last Topic</b> How would you say 'I have blue eyes and brown hair' in French? <i>(J'ai les yeux bleus et cheveux marrons)</i>	<b>Learning Objective</b> To adapt and write simple sentences about animals.  <b>Success Criteria</b> I know that each sentence will contain a noun, a verb and an adjective. I can use the French for 'he, she' and 'it'. I can change sentences in French to adapt a story.  <b>Revise:</b> <ul style="list-style-type: none"> <li>Previously learned colours in French (rouge, bleu, jaune, vert, gris, orange, noir, blanc etc.)</li> <li>Check pupils can translate some simple sentences from the previous lesson e.g:  Il lapin sautille ( <i>The rabbit hops</i> ).  Elle es une souris. Elle trotte. ( <i>It is a mouse. It scurries</i> ).</li> </ul> <b>Teach:</b> <ul style="list-style-type: none"> <li>Teach pupils to extend the simple sentences that they wrote in the previous lesson by including an adjective after the noun e.g:</li> </ul>	In French sentences, the adjective always comes after the noun.
<b>All About France</b> Is France bigger or smaller than the UK?  <i>France is about 2.3 times bigger than the UK.</i>			

		<p>Il lapin gris sautille ( <i>The grey rabbit hops</i> ).</p> <p><u>Activity:</u> Provide pupils with a word bank of adjectives and verbs related to the four animals and ask them to write simple sentences about each animal.</p>	
<b>Lesson 4</b>			
<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><b>Last Lesson</b> Translate the following: Je suis un cheval. Je galope!</p> <p>(I am a horse. I gallop!)</p>	<p><b>Last Topic</b> Can you say the English for these parts of the body: bras, jambe, cheveux.</p> <p>(arm, leg, hair)</p>	<p><u>Learning Objective</u> To understand simple French descriptions of an animal’s colour and how it moves.</p> <p><u>Success Criteria</u> I can use colours in French in the correct position (after the noun). I can describe how an animal moves in French.</p> <p><u>Revise:</u></p> <ul style="list-style-type: none"> <li>Check pupils can translate some simple sentences from the previous lesson e.g: Il est cheval noir. Il galope. (<i>It is a black horse. It gallops</i>).</li> </ul> <p><u>Teach:</u></p> <ul style="list-style-type: none"> <li>The adverbs vite (quickly) and lentement (slowly). Model how to use them in a sentence about the animals learned in previous lessons e.g: Le lapin gris sautille lentement (The grey rabbit hops slowly).</li> </ul> <p><u>Activity:</u> Read along with the animation using the correct pronunciation of the French. Draw a picture to illustrate the story.</p>	<p>In French sentences, the adjective comes after the noun and the adverb comes after the verb.</p>
<p><b>All About France</b> Which continent does France belong to?</p> <p>(Europe)</p>			

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
<b>Last Lesson</b> Translate the following phrases into English?  Zut ! (oh bother!) C'est impossible ! (it's impossible) Attention ! (watch out!)	<b>Last Topic</b> True or false? J'ai les cheveux bleus.  False.	<u>Learning Objective</u> To hear and pronounce the 'ou' sound and join in with a French song.  <u>Success Criteria</u> I can hear the difference between 'ou' and 'eu' and pronounce these correctly. I can sing along with a French song.  <u>Revise:</u> <ul style="list-style-type: none"><li>Pronunciation 'eu' in French.</li></ul> <u>Teach:</u> <ul style="list-style-type: none"><li>Pronunciation of 'ou' in French.</li></ul> <u>Activity</u>  Sort the words from the song 'Dans la forêt lointaine' into 'ou' and 'eu.'   UNIT ASSESSMENT: Orange paper.	'Ou' is pronounced differently in French and English.
<b>All About France</b> What is the capital city of France?  (Paris)			
Orange Paper Questions			
<b>1. Identify the feminine nouns in the list below.</b>  <ul style="list-style-type: none"><li>le cheval</li><li><b>la souris</b></li><li>le mouton</li><li>le lapin</li><li><b>la pomme.</b></li></ul> <div>(1 mark)</div>			
<b>2. Identify the mistake in the sentence below:</b>  C'est le cheval. Elle galope.  <ul style="list-style-type: none"><li>C'est</li><li>cheval</li><li><b>Elle</b></li></ul> <div>(1 mark)</div>			
<b>3. Choose the correct translation for the sentence below:</b>  <b>It's a horse. It gallops.</b>  <ul style="list-style-type: none"><li>C'est le cheval. Elle galope.</li><li><b>C'est le cheval. Il galope.</b></li></ul> <div>(1 mark)</div>			
<b>4. Put the words in the correct order to make a sentence.</b>  Le    gris    trotline    vite.    souris  <ul style="list-style-type: none"><li><b>Le souris gris trotline vite.</b></li><li>Le gris souris trotline vite.</li></ul> <div>(1 mark)</div>			

5. Which of these statements is true?

- In French, the adjective usually comes before the noun.
- **In French, the adjective usually comes after the noun.**

(1 mark)

5. Which two words contain the 'ou' sound as in 'rouge':

- pomme,
- août
- huit
- bouche
- sœur

(1 mark)

6. Which two words contain the 'ou' sound as in 'rouge':

- rose
- galope
- mouton
- jeu
- souris

(1 mark)