

What French skills, knowledge and understanding do we want children at Thomas Harding Junior School to leave with?

- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Understand basic grammar.
- Read carefully and show understanding of words, phrases and simple writing.
- Develop accurate pronunciation and intonation.
- Explore the patterns and sounds of language.
- Have an awareness and appreciation for other languages and cultures.

<u>The Big Picture</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year 3</u>	<u>Key Language</u> In this unit, children will be able to take part in a short exchange of greetings. They will be able to introduce themselves by giving their name and age, as well as ask others how they are feeling. They will learn to count from 0-12.	<u>Where do you live?</u> Children will know some towns and cities in France and explain why they are well known. They will also take part in a short exchange about where they live, describing the main features of Chesham. Children will understand that have nouns have gender (un or une) and will use the language structure <i>il y a</i> to say what is in their town. They will also use the conjunction <i>et</i> when listing features of their town.	<u>In the Classroom</u> Children will listen to and follow everyday classroom instructions. They will also understand and be able to say the words for some common classroom objects, applying the sentence structure <i>il y a</i> (learnt in the Spring term unit) to describe what is in their pencil case. Children will develop an awareness of plurals by applying their knowledge of numbers to say how many items there are. They will also learn colours in French so that they are able to describe these items. In doing this, children will begin to learn about adjectival agreement.
<u>Year 4</u>	<u>Key Language</u> Children will be able to engage in a longer exchange of greetings. They will learn to count to 20 and be able to say the days of the week and months of the year, which they will apply in the Spring and Summer units.	<u>Family and Pets</u> Children will say what family members and pets they have at home. They will know that <i>j'ai</i> is I have and <i>je n'ai pas</i> is I do not have, and write sentences using this language structure. Children will apply and broaden their knowledge of adjectives to describe their pets and family. In this unit, children will also develop their listening skills in French by recognising and picking out familiar language from audio recordings.	<u>Clothing</u> Children will recognise and pronounce the words for a variety of items of clothing, also recognising these in written form. They will first form verbal sentences using language structures already learnt (<i>j'ai</i>, <i>je n'ai pas</i>) before using the verb <i>porter</i> to tell others what they are wearing, qualifying them with adjectives. Children will apply their knowledge of the days and months to specify when they wear certain clothing items.

<u>Year 5</u>	<u>Key Language</u> Children will engage confidently in an exchange of greetings while also presenting a range of information about themselves by applying language from previous units. They will note patterns in numbers and be able to recognise numbers to 100. They will use this, along with their knowledge of days and months, to write the long date in French.	<u>Hobbies</u> Children will learn a range of hobbies and use j'aime and je n'aime pas to express their likes and dislikes verbally and in writing. They will join sentences with the conjunctions et and mais. Children will read lengthier texts which incorporate language relating to hobbies - but also family members, times of the year and clothing - and answer comprehension questions about them.	<u>Food</u> Children will recognise and pronounce the names of food items. They will read aloud sentences from the story La chenille qui fait des trous [the very hungry caterpillar] and build sentences following a known pattern from the story. Children will revisit the sentence structures j'aime and je n'aime pas to express which food items they like and dislike. They will then use a range of vocabulary relating to a café scene, including je voudrais to order food, to act out an exchange in a café.
<u>Year 6</u>	<u>Key Language</u> In this unit, children will plan and deliver a presentation about themselves using language learnt throughout their time at Thomas Harding (as well as some vocabulary which they have searched for independently using a French dictionary). They will record their presentations and share them with the rest of the school.	<u>School</u> Throughout the unit, children will learn ways in which schools in Britain are similar or different to those in France. They will name a variety of school subjects, recognising cognates and know how these can help them to learn unfamiliar words. Children will express their opinion on subjects and give reasons for their opinions using parce que. They will write complex sentences using a model.	<u>My Day</u> Children will recognise and name a number of routine activities. They will be able to convert infinitive verbs (e.g. jouer au tennis - learnt in Y5 hobbies unit) into first person present tense (e.g. je joue au tennis) to describe what they do throughout the day. Children will provide additional vocabulary about these activities such as timings, who they do the activity with and where.