

*This is the day that the Lord has made; let us rejoice and be glad in it. Psalm 118*



## How do we Grow Finchampstead Linguists?

### Cycle A

#### Chaffinch Y3/4



### Cycle B

#### Chaffinch Y3/4



#### Autumn Even

Identify languages spoken by class; Say *bonjour/au revoir*; Repeat the words for *Monsieur/Madame/*; Respond to 4 new commands – *asseyez-vous, asseyez-vous correctement, levez-vous, taisez-vous* ; Identify the colours of the French flag and colour accordingly; Listen and identify 7 commands Listen and recognise the 5 colours; Follow and join in with story; Say a sentence using *here is/and/2colours* ; Identify on a map the position of 4 French speaking countries ; Listen and identify the Christmas vocabulary; Identify the word *Père Noël* in a story; Identify some French traditions for Christmas and New Year celebrations

#### Spring Odd

Listen and recognise colours and classroom commands; Repeat '*je m'appelle*' ; Identify the letters for the sounds in *je* and *tu*(some); Repeat 2 forms of question about name; Respond to comment *t'appelles-tu/comment t'appelles-tu ?*; Write a sentence using '*je m'appelle*' using a model; Say a sentence using *voici/et* ; Read and copy write numbers 0-6 then 7-10; Recognise the words for 'a' and their gender; Repeat, listen and identify masculine and feminine pencil case items; Pronounce the words for please, yes and no; Request something politely

#### Summer Odd

Listen, read and identify the numbers 1-12; Join in with the numbers song; Name the 2 words for 'a'; Listen and identify the animal nouns; Produce a statement and a question with *c'est* ; Say a sentence starting with *c'est* and a noun; Listen and recognise the colour of an animal ; Join in with the actions for the song, Ask a question using *c'est* to find out the colour of an animal ; Write a sentence with a noun and adjective of colour using a model; Write and say a sentence with *c'est* and *ce n'est pas*; Form question '*qu'est-ce que c'est?*'

#### Autumn Odd

Emphasise the value of language learning and knowledge of languages; Introduce the concept of language sounds; Introduce first words and sound of French; Introduce sentence building using 'and'; Introduce cultural awareness of greetings and address; Introduce French phonics; Respond to a question, selecting an appropriate personal response; Develop listening skills by recognising individual words and their meaning; Become more confident about recognising familiar spoken words; Follow a text in form of a story and make connections between sound and words; Practise constructing a simple sentence with familiar words.

#### Spring Odd

Say a sentence using *voici/et*; Read aloud the colour words; State understanding of concept of gender; Name 2 words for 'a'; Listen, repeat and identify 5 items of clothing – *un pantalon, un tee-shirt, un chapeau, un pull, une culotte*; Pronounce *oui/non*; Create a sentence to say what they are putting on(some); Ask a question using '*tu mets*'; Discover meaning of unfamiliar words in a story through context, visual clues and prior knowledge; Write a statement using a model;

#### Summer Odd

Listen, read, recognise, pronounce and write the numbers 0 – 12; Identify ways to recall the new numbers; Identify which letters makes which sound; Sing the numbers song and perform the actions at the same time; Name the 2 words for 'a'; Listen, identify and write animal nouns (masculine and feminine); ask the question what colour is it and respond accordingly; Say and write a sentence starting with *c'est* and a noun; Use a bilingual dictionary to find the translation of a noun in French ; Follow a story and identify particular words; Write a sentence using *c'est* ; Write a sentence with a noun and colour adjective using a model; Write a sentence with a noun and colour adjective from memory; Follow a text as read; Say 'I have' and 'tu as'

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**Cycle A**

**Goldfinch Y5/6**



**How do we Grow Finchampstead Linguists?**

**Autumn Even**

**Spring Odd**

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**Des Animaux Extraordinaires**

Review the concept of gender of nouns; Develop question form; Ask and answer a question using c'est and ce n'est pas; Name some colour adjectives and know their position; Join in with the words of a song – une souris verte; Agreement of feminine nouns and adjectives; Write a positive and negative sentence using a noun and colour adjective using a language scaffold; write a description of Smaug (from The Hobbit)

**Moi et Toi:**

Create a Fact File Mini-book about themselves; Name their pets and family; Write in French handwriting style; Write name, siblings and pets with a language scaffold support; Ask and answer questions about name, siblings and pets; ; correspondence of letters to sound; use of a bi-lingual dictionary; Produce a sentence with je suis or j'ai and an adjective and modifier and join with but and make a negative sentence; Ask a question using 'tu es' or 'tu as' and an adjective; Write a sentence about their characteristics making adjectival agreement if necessary.

**Write a Monster Description**

Using knowledge of sentence building with plural nouns, the indefinite article, agreement and position of adjectives in the singular and plural; use of a bi-lingual dictionary; Join in with the words of a song; Name adjectives which go before and after the noun; Pronounce the adjectives petit, grand, gros, long in masculine and feminine form; State how to make nouns plural and why adjectives change; Follow a familiar text and read aloud; Write a sentence with 2 adjectives and a noun using a language scaffold; Write a description of a monster using a language scaffold

**French Café at Open Evening**

**Autumn Odd**

**Spring Even**

**Summer Even**

**Cycle B**

**Goldfinch Y5/6**



**Create a Shape Book**

Identify the position of size adjectives; Describe the colour and size of shape; Listen, recognise and say the size and colour of a shape; Write a sentence using a size and colour adjective following a model; Ask a question by using a question voice; Ask a question using an indefinite article, adjective and noun; Create a zig zag book; Select words from the dictionary; Use knowledge of sentence building with nouns, colour and size adjectives and negatives; correspondence of letters to sound; use of a bi-lingual dictionary

**Bon Appétit Monsieur Lapin**

Read and say a sentence; Say how to make a noun plural; Find the translation for foods/animals in French; Select the correct partitive article for singular and plural nouns; Ask and answer a familiar question; Read aloud unfamiliar words with phonic support; Write a sentence about what they do or do not eat using a language scaffold; Follow a story and identify the speech marks; Find a noun in a dictionary and make it plural; Identify the reasons for mistakes in story plans; Write a cartoon version of the story with illustrations.

**Le Monstre a faim (mini book)**

Identify and say a day of the week; Write the days in a simple sentence; Join in with a song about days of the week; Name the 2 words for 'a'; Say a sentence using a masculine or feminine noun and accompanying adjective; Say and write sentences with colour and size adjectives in masculine and feminine form; Explain what happens to adjectives when describing plural nouns; Use a bi-lingual dictionary to find the gender of a noun; Select the correct form of an adjective to describe singular and plural nouns from a language scaffold.

**French Café at Open Evening**

