

French Golden Threads and Sticky knowledge

Golden Threads:

1. Vocabulary & Grammar
2. Culture & understanding of the world
3. Speaking & Listening

Sticky Knowledge linked to the Golden Threads

Bramble – Year 3/4

Curriculum Project	What does it mean to be human?	What is respect?	What's worth fighting for?	What is justice?	Is it ever ok to break the rules?	What is a fair society?
Kapow unit	Cycle A <ul style="list-style-type: none"> • French Greetings with puppets • French adjectives of colour, size and shape 	Cycle A <ul style="list-style-type: none"> • Playground games – numbers and age • In a French classroom 	Cycle A <ul style="list-style-type: none"> • Bon appetite • Shopping for French food 	Cycle B <ul style="list-style-type: none"> • This is me • School days 	Cycle B <ul style="list-style-type: none"> • Birthday celebrations • Colourful creatures 	Cycle B <ul style="list-style-type: none"> • Fabulous French food • Gourmet tour of France
	What children will know:	What children will know	What children will know	What children will know	What children will know	What children will know
Vocabulary and Grammar	<ul style="list-style-type: none"> • How to pronounce some key phonemes and how they differ from their English pronunciation. 	<ul style="list-style-type: none"> • Recall numbers one to six in French with generally accurate pronunciation, in particular vowel and 	<ul style="list-style-type: none"> • Say numbers to 31 in French • Say and write the days of the week in French 	<ul style="list-style-type: none"> • Recognise and sound out phonemes and begin to notice key phonemes in French words e.g. 'u', 'on' and 'ou' 	<ul style="list-style-type: none"> • Say numbers 1-31 in French. • Read and calculate Maths sums correctly. • Match French months to 	<ul style="list-style-type: none"> • Placing ne...pas around the verb makes it negative: ne + verb + pas. • Basic sentence structure in

	<ul style="list-style-type: none"> • That tone of voice can indicate a question. • That the word order is sometimes different in French compared to English. • That colours are positioned after the noun in French. • That adjectives of size are positioned in front of the noun in French 	<p>combination sounds ('un', 'eu', 'oi' and 'in')</p> <ul style="list-style-type: none"> • Show their understanding of key vocabulary with a physical response. • Correctly identify masculine and feminine nouns in written form. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. 	<ul style="list-style-type: none"> • Name fruits and use the correct definite article according to gender. • Recognise how a sentence changes according to noun gender • Produce a short written story. • Read and calculate maths sums correctly in French. • Say and write all the days of the week. • Identify the days for yesterday and today. • Recognise and explain how to build 2-digit numbers 	<ul style="list-style-type: none"> • Begin to recognise how some sounds are represented in written form. • Deduce the meaning of new words using a range of language detective skills. • Correctly identify masculine and feminine nouns in written form. • Extract key information from a written text. • Use modelled language to create sentences containing appropriate articles. • Write familiar language with a degree of accuracy by applying knowledge of 	<p>their English equivalents.</p> <ul style="list-style-type: none"> • Write sentences to create a wish list, describing things orally and in writing. • Notice cognates and near cognates. • Use a dictionary to research the meaning of relevant vocabulary. • Recognise and sort nouns by gender, and explain the effect this may have on an adjective. • Recognise rules of agreement. • Select the correct form of an adjective to ensure it agrees with 	<p>English and French has the same pattern: subject + verb + object.</p> <ul style="list-style-type: none"> • Conjunctions such as et can be used to link phrases. • Some words are cognates: they have the same spelling and meaning in French and English: la pizza, le hot-dog. • Accents in French can change the sound of a letter. • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often
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			<p>in words up to 60.</p> <ul style="list-style-type: none"> • Recognise how a sentence changes according to noun gender. • Make at least one change to a noun in a given sentence and present the sentence orally. • Produce a short written story with some modelling and some elements changed 	<p>sound-spelling links.</p>	<p>the noun it describes.</p> <ul style="list-style-type: none"> • Use appropriate words and phrases to adapt model sentences. • Identify similarities and differences between word order in French and English • the names of some animals in French. 	<p>(but not always) end in 'e' .</p> <ul style="list-style-type: none"> • To know that je/j', tu and vous are subject pronouns.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Asking and/or answering simple questions. 	<ul style="list-style-type: none"> • Ask and answer a question about their age. • Join in with a song using actions. • Listen carefully and relate 	<ul style="list-style-type: none"> • Accurately perform a role play with good pronunciation and understanding • Use strategies to support 	<ul style="list-style-type: none"> • Recognise and respond to different greetings. • Ask someone how they are feeling and say how they are feeling. 	<ul style="list-style-type: none"> • Say the numbers 1-31 in French. • Ask when someone's birthday is and say when their birthday is. 	<ul style="list-style-type: none"> • How intonation and gesture are used to differentiate between statements and questions.

	<ul style="list-style-type: none"> • Using short phrases to give information. • Introducing self to a partner with simple phrases. • Listen carefully to instructions to build correct sequences of three to four colour blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Use please and thank you. • Recognise cognates, finding shapes that they are asked for. • Describe some of the shapes using language of colour, size or shape. • Correctly select a decoration 	<p>sounds to written phonemes.</p> <ul style="list-style-type: none"> • Recall numbers one to twelve with increasingly accurate pronunciation. • Attempt to accurately imitate the pronunciation of vocabulary. • Attempt to build their own sentences using a label as a model. • Use modelled language to create questions or sentences using appropriate articles. • Speak clearly and present simple phrases when supported visually. 	<p>recall of vocabulary</p> <ul style="list-style-type: none"> • Listen carefully and make good attempts at accurate pronunciation of new vocabulary. • Make predictions about language from a familiar story and join in with an oral performance. • Use strategies to support recall of vocabulary. 	<ul style="list-style-type: none"> • Form phrases to say hello and introduce themselves. • Speaking with a partner to give information • Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound. • Speak clearly and present simple phrases using a visual support. • Explain what there is and what is not in a classroom. 	<ul style="list-style-type: none"> • Describe things from their wish list orally. 	<ul style="list-style-type: none"> • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Recognising, asking and/or answering simple questions. • Forming simple statements with information including the negative. • Discussing strategies for remembering and applying pronunciation rules.
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	described to them by its colour.	<ul style="list-style-type: none"> • Use appropriate intonation to engage the audience. 				
Culture and understanding of the world	<ul style="list-style-type: none"> • Recognise that different languages are spoken in the community/world • Show an awareness of the capital of France and some key cultural landmarks. • To recognise cultural similarities and differences between customs and traditions in France and England. • To know that in French there are formal and informal greetings. • That Matisse was a French artist and be familiar 	<ul style="list-style-type: none"> • Some French playground games. • The names of some Parisian landmarks. 	<ul style="list-style-type: none"> • How to order typical French food and drink. • That in French there is a formal and informal version of the word for 'you', and when to use which one. • The currency used in France is Euros and to recognise some notes and coins. 	<ul style="list-style-type: none"> • The structure of the school day in France. 	<ul style="list-style-type: none"> • Compare similarities and differences between birthdays in the UK and France. • Appreciate songs in French. • Compare French festivals and their traditions with English ones. 	<ul style="list-style-type: none"> • To know the currency used in France is euros and to recognise some of the notes and coins. • In French there is a formal and informal version of the word for 'you' and when to use which one. • Ordering, or discovering, typical French food and/or drink. • To know that in French there are formal and informal greetings.

	with some of his work.					
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Laurel - Year 5/6

Curriculum project	Where do we come from? Who are we?	What is a city? Why do people take risks?	What are rights and responsibilities? What does it mean to be free?	Is exploration always good?	What is friendship?	What is democracy?
Kapow unit	Cycle A <ul style="list-style-type: none"> Portraits – describing in French Meet my French family 	Cycle A <ul style="list-style-type: none"> Clothes – getting dressed in France French weather 	Cycle A <ul style="list-style-type: none"> Exploring the French speaking world. Planning a French holiday 	Cycle B <ul style="list-style-type: none"> In my French house The solar system 	Cycle B <ul style="list-style-type: none"> Music in France French transport 	Cycle B <ul style="list-style-type: none"> Visiting a town in France French sport and the Olympics
	What children will know	What children will know	What children will know	What children will know	What children will know	What children will know
Vocabulary and Grammar	<ul style="list-style-type: none"> The definite article in plural form. How to identify adjectives in feminine and plural forms That most adjectives change depending on whether the noun they describe is masculine, 	<ul style="list-style-type: none"> vocabulary relating to clothing how to add colour adjectives, adapting the suffix in accordance with gender. How to use adjectival position and agreement for gender and number. 	<ul style="list-style-type: none"> Read and understand a range of sentences including directions. Apply language detective strategies to work out meaning in spoken and written sources. Read and understand a simple story. 	<ul style="list-style-type: none"> Identify which nouns are cognates or near cognates. Use language detective strategies to work out the meaning of new words. Applying accurate word order in French with particular reference to 	<ul style="list-style-type: none"> To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to 	<ul style="list-style-type: none"> To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To understand that the English language contains some words borrowed from the French language, but that these ma

	<p>feminine or plural.</p> <ul style="list-style-type: none"> • That some adjectives are irregular • How and why adjectives must agree with the noun they are describing. 	<ul style="list-style-type: none"> • Match numerals and words correctly. • Count up in multiples of ten. • 	<ul style="list-style-type: none"> • Identify use of present and future tenses in reading and listening. • Know how to form the near future tense. • Create a written paragraph including present and future tenses. • Use a bilingual dictionary confidently. 	<p>adjectives and comparatives.</p> <ul style="list-style-type: none"> • To know that a simple metaphor requires two nouns and the verb 'to be' e.g: Le Soleil est un ballon jaune. • To know that adjectives must agree with the gender and number of the noun being described. • To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. 	<p>n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus.</p> <ul style="list-style-type: none"> • To know how to conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports/activities and faire (to do) with other sports/activities • To know that parce que and/or car (because) can be used to extend a sentence and give a justification. • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that the endings of French 	<p>have different meanings: les chips - crisps, les baskets - trainers.</p> <ul style="list-style-type: none"> • To know that parce que and/or car(because) can be used to extend sentence and give justification.
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				<ul style="list-style-type: none">• To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing.• To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.• To know that the same verb is not always used in English and French for a given phrase:	<p>verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <ul style="list-style-type: none">• To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.• To know names (including cognates) of key forms of transport.	
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				<p>when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb <i>to be</i> as in English.</p> <ul style="list-style-type: none">• To understand that words in French and English will not always have a direct equivalent in the other language.• Identify and extract key information from short texts.• Write sentences containing familiar language, with correctly formed accents.• How to change the definite articles le/la –		
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				<p>the, to un/une – a/an.</p> <ul style="list-style-type: none"> • How the ending of a regular verb, habiter – to live, changes in the first, second, and third person singular forms. • 		
Speaking and Listening	<ul style="list-style-type: none"> • To name some invariable colour adjectives 	<ul style="list-style-type: none"> • How to express and opinion (like/dislike) • How to describe an outfit using adjectives correctly. • Use physical responses to show understanding of specific phrases. • Give and respond to directions. • Describe the weather and temperature. • Pronounce weather phrases accurately. 	<ul style="list-style-type: none"> • Speak in sentences. • Integrate familiar language into a new context. • Recognise and respond to directions. • Form directional phrases accurately by applying grammatical rules. • Ask, answer questions and seek clarification. 	<ul style="list-style-type: none"> • Form simple statements by adapting a model. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Rehearse and recycle extended sentences orally. • Speaking in full sentences using known vocabulary. • Use a range of language detective strategies to 	<ul style="list-style-type: none"> • To know that a change in voice intonation can indicate when a question is being asked. • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at 	<ul style="list-style-type: none"> • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of

				<p>decode new vocabulary.</p> <ul style="list-style-type: none"> • Using relevant vocabulary to describe different types of houses and rooms in French. • Asking and answer questions in French. • Listening and selecting information from short audio passages to give an appropriate response. 	<p>the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p>	<p>unfamiliar words.</p> <ul style="list-style-type: none"> • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply
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						<p>pronunciation rules.</p> <ul style="list-style-type: none"> • Speaking and reading aloud with increasing confidence and fluency.
<p>Culture and understanding of the world</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Locate cities on a map of France 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To know some French-speaking countries and recognise the flags of those countries. 	<ul style="list-style-type: none"> • Playing the traditional French game of la pétanque. • Comparing sporting activities in France and the UK. • To be able to name French-speaking countries and recognise the flags of those countries. • To know the rules for playing French bowls.