



**Year 4**  
**MFL (French)**  
**Autumn 1**  
**Seasons**

**Previous learning**

(From September 2024) **Children have completed the Year 3 French curriculum**

**In this unit** pupils will learn how to:

- Recognise, recall and remember the 4 seasons in French.
- Recognise, recall and remember a short phrase for each season in French.
- Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.

**Substantive knowledge**

Recommended phonics focus (Revisit of 'Phonics 1'):  
**CH OU ON OI**

- ON sound in saison
- OU sound in poussent
- OI sound in oiseaux
- Silent letters. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter 't' is not pronounced in 'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to notice that this sound is made from the back of the mouth, not the front.

Vocabulary which will be learned/revisited:

- The nouns and determiners/articles for the four seasons in French.
- Including the language required to say which is our favourite season and why, using the conjunctions 'et' (and) and 'car' (because), featured in the Challenge section.

**Disciplinary knowledge**

**Listening:** Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking:** Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading:** Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

**Writing:** Write some short phrases based on familiar topics

**Grammar:**

- Nouns and articles/determiners.
- We will start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For example, spring in French is 'le printemps'.
- Start to notice also that there are more words in French for 'the' than in English!

Lesson 1

Speaking: The four seasons

- say the 4 seasons in French with their determiner.

Lesson 2

Speaking/writing: Winter

	<ul style="list-style-type: none"> <li>say a short phrase about autumn weather in French.say a short phrase about winter weather in French.</li> </ul>
Lesson 3	Speaking/writing: Spring
	<ul style="list-style-type: none"> <li>To say a short phrase about spring weather in French</li> </ul>
Lesson 4	Speaking/writing: Summer
	<ul style="list-style-type: none"> <li>To say and write a short phrase about summer weather in French.</li> </ul>
Lesson 5	Speaking/Writing: Express an opinion with justification
	<ul style="list-style-type: none"> <li>To express which is my favourite season in French.</li> </ul>
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> <li>To revise all language covered</li> <li>End of unit assessment</li> </ul>

### Vocabulary

les saisons = the seasons

l'hiver = winter

le printemps = spring

l'été = summer

l'automne = autumn

En hiver In winter

Au printemps = In spring

En été = In summer

En automne = In autumn

Il neige = It snows.

Il y a du soleil = It is sunny.

Il fait chaud = It is warm

Il fait froid = It is cold

Les fleurs poussent = The flowers grow.

Les oiseaux chantent = The birds sing

Les arbres perdent leurs feuilles = The trees lose their leaves.

Quelle est ta saison préférée ? = Which is your favourite season?

Ma saison préférée est... = My favourite season is...

Et = and

car = because

**Year 4**  
**MFL (French)**  
**Autumn 2**  
**Vegetables**

Previous learning	
<p>(From September 2024) <b>'Seasons'</b> completed during Autumn 1</p> <p>Pupils learned how to:</p> <ul style="list-style-type: none"> <li>● Recognise, recall and remember the 4 seasons in French.</li> <li>● Recognise, recall and remember a short phrase for each season in French.</li> <li>● Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul> <p><b>In this unit</b> pupils will learn how to:</p> <ul style="list-style-type: none"> <li>● Name and recognise up to 10 vegetables in French.</li> <li>● Attempt to spell some of these nouns (including the correct determiner/article)</li> <li>● Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>● Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	
Substantive knowledge	Disciplinary knowledge
<p>Recommended phonics focus (Revisit of 'Phonics 1'): <b>CH OU ON OI</b></p> <ul style="list-style-type: none"> <li>● CH sound in champignon</li> <li>● ON sound in oignon</li> <li>● Liaison. The reason why the final letter 's' in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced as a 'z' sound. As with les oignons, les épinards and les aubergines.</li> <li>● H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liaison. The final 's' in les remains SILENT when used with haricots verts.</li> </ul> <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> <li>● 10 common vegetables and their plural definite article/determiner.</li> <li>● Simple vocabulary including 'a kilo', 'a half kilo',</li> <li>● 'Please' and 'thank you',</li> <li>● 'Hello' and 'Can I have?'</li> </ul>	<p><b>Listening:</b> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b>Speaking:</b> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p><b>Reading:</b> Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.</p> <p><b>Writing:</b> Write some short phrases based on familiar topics</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Nouns and articles/determiners in plural form.</li> <li>● Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change.</li> <li>● Both the noun and definite article/determiner in French change in plural form. This does not happen in English.</li> </ul>
Lesson 1	<p>Vocabulary: Vegetables (1)</p> <ul style="list-style-type: none"> <li>● To say 5 vegetables and the plural determiner in French.</li> </ul>
Lesson 2	<p>Vocabulary: Vegetables (2)</p> <ul style="list-style-type: none"> <li>● To say 5 more vegetables and the plural determiner in French.</li> </ul>
Lesson 3	<p>Speaking: Ask for a kilo/half a kilo of vegetables</p> <ul style="list-style-type: none"> <li>● To ask for a kilo or half a kilo of a vegetable in French.</li> </ul>
Lesson 4	<p>Speaking: 'I would like...'</p>

	<ul style="list-style-type: none"> <li>To use the structure 'je voudrais' (I would like) when buying vegetables.</li> </ul>
Lesson 5	Grammar: Conjunctions
	<ul style="list-style-type: none"> <li>To use the conjunction 'et' (and) when buying more than one vegetable option.</li> </ul>
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> <li>To revise all language covered</li> <li>End of unit assessment</li> </ul>

### Vocabulary

les aubergines = the aubergines

les épinards = the spinach

les oignons = the onions

les courgettes = the courgettes

les tomates = the tomatoes

les haricots verts = the green beans

les petits pois = the peas

les champignons = the mushrooms

les carottes = the carrots

les pommes de terre = the potatoes

un kilo de... / d' = ... one kilo of...

un demi kilo de = ... / d'... half a kilo of...

Je voudrais... = I would like...

s'il vous plaît = please

et = and

bonjour = hello

Je peux vous aider ? = Can I help you?

C'est tout ? = Is that all/Anything else?

C'est combien ? = How much is that?

merci = thank you

au revoir = goodbye

Dans mon panier j'ai... = In my basket I have...

**Year 4**

**MFL (French)**

**Spring 1**

**Phonics (2 - one lesson only)**

#### Previous learning

(From September 2024) **'Animals'** unit completed in Autumn 2. **'Seasons'** completed during Autumn 1  
**'Vegetables'** completed during Autumn 2.

Pupils learned how to:

- Name and recognise up to 10 vegetables in French.
- Attempt to spell some of these nouns (including the correct determiner/article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
- Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

In this unit pupils will learn/revisit:

- Introduce the second set of phonics sounds / phonemes in French: **I IN IQUE ILLE**

(One lesson initially BUT might be more if required. To be revisited in subsequent year groups)

Substantive knowledge

Disciplinary knowledge

Recommended phonics focus: **I IN IQUE ILLE**

- **I** - pronounced very closely to how we pronounce the letter combination 'ee' in English. It is pronounced as we pronounce the 'ee' sound in our English words 'see' or 'keep'. This sound positions the tongue flat and low down in the mouth and with the mouth drawn back.
- **IN** - pronounced similarly to our English word 'an' but it sounds slightly different as it is another French nasal sound. It is pronounced like the 'an' sound in our English word 'clang'.
- **IQUE** - made up of two sounds: the 'i' vowel sound followed by a hard 'k' sound as in our English word 'kick'. The French phoneme 'ique' is pronounced very much like the 'eek' sound in our English word 'week'.
- **ILLE** - made up of two sounds: the vowel 'i' sound followed by a 'yuh' sound. The 'yuh' sound can be found when we pronounce the 'ye' sound in our English words 'yellow' and 'yes'.

**Listening:** Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking:** Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.

**Reading:** Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.

**Writing:** N/A

**Grammar:** N/A.

We will learn/revisit:

- The French alphabet
- The French vowel sounds

(To be revisited in subsequent year groups)

Lesson 1

Phonics (2)

- To explore the next 4 out of a total of 18 essential French sound patterns / phonemes
- To improve their French pronunciation
- To be able to read with improved accuracy in French.

**Vocabulary**

Alphabet (and associated letters)

Vowel

Phoneme / grapheme

Year 4

MFL (French)

Spring 1

Presenting myself (portions taught in Y3 but incomplete)

## Previous learning

(From September 2024) **'Seasons'** completed during Autumn 1  
**'Vegetables'** completed during Autumn 2.

Pupils learned how to:

- Name and recognise up to 10 vegetables in French.
- Attempt to spell some of these nouns (including the correct determiner/article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
- Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

**In this unit**, pupils will learn how to:

- Count to 20.
- Say their name and age.
- Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live.
- Tell you their nationality and understand basic gender agreement rules.

### Substantive knowledge

Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups):

- IN sound in cinq
- I sound in huit, dix, Patrick, habite and Paris
- Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

Vocabulary which will be learned/revisited:

- Numbers 1-10 will be revisited along with the language to express how you are feeling.
- Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).
- All listed on the Vocabulary Sheet.

### Disciplinary knowledge

**Listening:** Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking:** Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.

**Reading:** Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.

**Writing:** Write some short phrases based on familiar topics

#### **Grammar:**

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.

Lesson 1	Vocabulary / Speaking: Greetings, 'How are you feeling?' (Revist)
	<ul style="list-style-type: none"> <li>To use basic greetings in French, ask how somebody is feeling and reply when asked to me.</li> </ul>
Lesson 2	Vocabulary / Speaking: Name
	<ul style="list-style-type: none"> <li>To ask somebody their name in French and reply when asked to me.</li> </ul>
Lesson 3	Vocabulary: Numbers 1 - 10 (Revist), 11 - 20
	<ul style="list-style-type: none"> <li>To revise numbers 1-10 in French and learn numbers 11-20 in French.</li> </ul>
Lesson 4	Vocabulary / Speaking: How old are you?
	<ul style="list-style-type: none"> <li>To ask somebody their age in French and reply when asked to me.</li> </ul>
Lesson 5	Speaking / Grammar: Where do you live?/Nationality
	<ul style="list-style-type: none"> <li>To ask somebody where they live in French and reply when asked to me.</li> </ul>
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> <li>To revise all language covered</li> <li>End of unit assessment</li> </ul>
<b>Vocabulary</b>	
<p>Bonjour ! = Hello! (formal)  Salut ! = Hello! (informal)  Ça va ? = How are you?  Ça va bien = I am well.  Ça va mal = I am not great  Comme ci, comme ça = So, so  Ça va très bien = I am very well  Ça va très mal = I am really not great  Au revoir ! Goodbye!  À plus tard = See you later!</p> <p>Je suis... = I am...  français/française = French  anglais/anglaise = English  gallois/galloise = Welsh  irlandais/irlandaise = Irish  écossais/écossaise = Scottish  Où habites-tu ? = Where do you live?  J'habite à... = I live in...  Je viens de... = I am from...  Je viens d'Angleterre = I am from England</p> <p>Comment tu t'appelles? = What is your name?</p>	

Je m'appelle... = My name is ...  
Quel âge as-tu ? = How old are you?  
J'ai ... ans = I am ... years old

un = one  
deux = two  
trois = three  
quatre = four  
cinq = five  
six = six  
sept = seven  
huit = eight  
neuf = nine  
dix = ten  
onze = eleven  
douze = twelve  
treize = thirteen  
quatorze = fourteen  
quinze = fifteen  
seize = sixteen  
dix-sept = seventeen  
dix-huit = eighteen  
dix-neuf = nineteen  
Vingt = twenty

**Year 4**  
**MFL (French)**  
**Spring 2**  
**Animals**

### Previous learning

(From September 2024) **'Seasons'** and **'Vegetables'** completed during Autumn 1 and 2.

**'Presenting myself'** completed during Spring 1.

Pupils learned how to:

- Count to 20.
- Say their name and age.
- Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.
- Tell you where they live.
- Tell you their nationality and understand basic gender agreement rules.

**In this unit** pupils will learn how to:

- Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.
- Understand that there are more determiners/ articles in French than in English.
- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).

Substantive knowledge

Disciplinary knowledge



Recommended phonics focus (To be taught in depth in 'Phonics 1' and revisited in subsequent year groups): CH OU ON OI

- CH sound in cheval
- OU sound in souris & mouton
- ON sound in cochon & mouton
- OI sound in oiseau
- Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

Vocabulary which will be learned/revisited:

- 10 common animals.
- The animals plus their appropriate indefinite article.
- First person conjugation of the verb être (je suis = I am).

**Listening:** Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking:** Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.

**Reading:** Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.

**Writing:** Write some short phrases based on familiar topics

**Grammar:**

- Nouns, gender, articles/determiners and verbs.
- To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns).
- Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns).
- Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.

Lesson 1	Vocabulary: Animals (1)
	<ul style="list-style-type: none"> <li>● Recognise, recall and spell five different animal nouns in French with their correct determiner</li> </ul>
Lesson 2	Vocabulary: Animals (2)
	<ul style="list-style-type: none"> <li>● To learn 5 more animal nouns in French with their correct determiner.</li> </ul>
Lesson 3	Consolidation, pronunciation and spelling
	<ul style="list-style-type: none"> <li>● To revise all 10 animal nouns with their determiner in French and start to attempt the spellings.</li> </ul>
Lesson 4	Grammar (1)
	<ul style="list-style-type: none"> <li>● To explore and understand better the role of the indefinite article/determiner in French.</li> </ul>
Lesson 5	Grammar (2)

	<ul style="list-style-type: none"> <li>To learn how to use the first person conjugated verb 'je suis' (I am) in French.</li> </ul>
Lesson 6	Consolidation and end of unit assessment
	<ul style="list-style-type: none"> <li>To revise all language covered</li> <li>End of unit assessment</li> </ul>
<b>Vocabulary</b>	
Phoneme Grapheme Verb Indefinite article Determiner  les animaux = the animals un lapin = a rabbit un = a (masculine) une = a (feminine) un canard = a duck un singe = a monkey un cochon = a pig un mouton = a sheep un lion = a lion une souris = a mouse un oiseau = a bird une vache = a cow un cheval = a horse je suis I am...	

<b>Year 4</b> <b>MFL (French)</b> <b>Summer 1</b> <b>In the classroom</b>	
<b>Previous learning</b>	
(From September 2024) <b>'Seasons'</b> and <b>'Vegetables'</b> completed during Autumn 1 and 2. <b>'Presenting myself'</b> was completed during Spring 1.  <b>'Animals'</b> was completed during Spring 2. Pupils learned how to: <ul style="list-style-type: none"> <li>Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>Understand that there are more determiners/ articles in French than in English.</li> <li>Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul> <b>In this unit</b> pupils will learn how to: <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul>	
Substantive knowledge	Disciplinary knowledge

<p>Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups): <b>I IN IQUE ILLE</b></p> <ul style="list-style-type: none"> <li>• I sound in lisez, silence, calculatrice, livre and ciseaux</li> <li>• Ille sound in taille</li> <li>• Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.</li> <li>• Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul> <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> <li>• 11 nouns and articles for common classroom objects,</li> <li>• 10 simple classroom commands. J'ai... ('I have') will be revisited before introducing the negative reply je n'ai pas de/d'...(I don't have).</li> </ul>	<p><b>Listening:</b> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b>Speaking:</b> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p><b>Reading:</b> Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.</p> <p><b>Writing:</b> Write some short phrases based on familiar topics</p> <p><b>Grammar:</b> Nouns, gender, articles/determiners &amp; use of the negative. Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learn the negative option je n'ai pas de/d'...(I do not have) in French.</p>
Lesson 1	<p>Vocabulary/Speaking: Classroom objects (1)</p> <ul style="list-style-type: none"> <li>• To know how to say 7 classroom objects in French.</li> </ul>
Lesson 2	<p>Vocabulary/Speaking: Classroom objects (2)</p> <ul style="list-style-type: none"> <li>• To say 5 more classroom objects in French.</li> </ul>
Lesson 3	<p>Speaking/Writing: What do you have in your pencil case?</p> <ul style="list-style-type: none"> <li>• To answer the question 'Qu'est-ce qu'il y a dans ta trousse?' (What do you have in your pencil case?).</li> </ul>
Lesson 4	<p>Grammar: 'a' and 'my'</p> <ul style="list-style-type: none"> <li>• To move from an indefinite determiner (a) to a possessive adjective (my).</li> </ul>
Lesson 5	<p>Speaking/Writing: What do I not have in my pencil case?</p> <ul style="list-style-type: none"> <li>• To use the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</li> </ul>
Lesson 6	<p>Consolidation and end of unit assessment</p> <ul style="list-style-type: none"> <li>• To revise all language covered</li> <li>• End of unit assessment</li> </ul>
<b>Vocabulary</b>	
<p>un livre a = reading book un cahier = an exercise book</p>	

un crayon = a pencil  
 un stylo = a pen  
 un taille-crayon = a sharpener  
 un sac à dos = a rucksack  
 une calculatrice = a calculator  
 un bâton de colle = a glue stick  
 une règle = a ruler  
 une gomme = a rubber  
 une trousse = a pencil case  
 des ciseaux = a pair of scissors  
 j'ai = I have  
 je n'ai pas de = I do not have  
 Qu'est-ce qu'il y a dans ta trousse ? = What do you have in your pencil case?  
 Dans ma trousse j'ai... = In my pencil case I have...  
 Dans ma trousse je n'ai pas... = In my pencil case I do not have..  
 mon = my (masculine singular nouns)  
 ma = my (feminine singular nouns)  
 mes = my (plural nouns)  
 et = and

**Year 4**  
**MFL (French)**  
**Summer 2**  
**At the tearoom/cafe**

**Previous learning**

(From September 2024) **'Seasons'** and **'Vegetables'** completed during Autumn 1 and 2. **'Presenting myself'** was completed during Spring 1 and **'Animals'** was completed during Spring 2.

**'In the classroom'** was completed during Summer 2.

Pupils learned how to:

- Remember and recall 12 classroom objects with their indefinite article/determiner.
- Replace an indefinite article/determiner with a possessive adjective.
- Say and write what they have and do not have in their pencil case.

**In this unit** pupils will learn how to:

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.
- To understand better how to change a singular noun to plural form.
- Perform a short role-play ordering what they would like to eat and drink.

Substantive knowledge

Disciplinary knowledge

<p>Recommended phonics focus (Taught in depth in 'Phonics 2' and revisited in subsequent units and year groups): <b>I IN IQUE ILLE</b></p> <ul style="list-style-type: none"> <li>• IN sound in cinquante.</li> <li>• I sound in sandwich, limonade, grenadine &amp; brioche.</li> <li>• Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat and lait but noting that cent is an exception!</li> </ul> <p>Vocabulary which will be learned/revisited:</p> <ul style="list-style-type: none"> <li>• A wide range of common food, snacks and drinks available in a typical French salon de thé.</li> <li>• The transactional language required to order and pay for food. All listed on the Vocabulary sheet.</li> </ul>	<p><b>Listening:</b> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b>Speaking:</b> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions. Incorporate a negative reply if and when required.</p> <p><b>Reading:</b> Read aloud short pieces of text applying knowledge learnt from 'Phonics and Pronunciation Lesson 1.</p> <p><b>Writing:</b> Write some short phrases based on familiar topics</p> <p><b>Grammar:</b> Nouns, indefinite articles/determiners &amp; plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.</p>
Lesson 1	<p>Vocabulary: Food, drink and snacks (1)</p> <ul style="list-style-type: none"> <li>• To learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.</li> </ul>
Lesson 2	<p>Vocabulary: Food, drink and snacks (1)</p> <ul style="list-style-type: none"> <li>• To learn know another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.</li> </ul>
Lesson 3	<p>Vocabulary/Speaking (1) Consolidation and ordering food.</p> <ul style="list-style-type: none"> <li>• To learn some key phrases to help me perform a role-play in the French 'salon de thé'.</li> </ul>
Lesson 4	<p>Vocabulary/Speaking (2): Consolidation and 'asking for the bill.'</p> <ul style="list-style-type: none"> <li>• some more key phrases to help me perform a role-play in the French 'salon de thé'.</li> </ul>
Lesson 5	<p>Vocabulary/Speaking (3): Calculate the bill</p> <ul style="list-style-type: none"> <li>• To learn about French currency and will use my knowledge of numbers to help calculate the bill in French.</li> </ul>
Lesson 6	<p>Consolidation and end of unit assessment</p> <ul style="list-style-type: none"> <li>• To revise all language covered</li> <li>• End of unit assessment</li> </ul>
<b>Vocabulary</b>	
un croissant = a croissant	

une crêpe = a crepe  
un pain au chocolat = a pain au chocolat  
une salade = a salad  
un sandwich au jambon = a ham sandwich  
une omelette = an omelette  
un sandwich au fromage = a cheese sandwich  
une tartelette = a small tart  
un croque-monsieur = a ham and cheese toastie  
une part de gâteau au chocolat = a slice of chocolate cake  
une part de quiche = a slice of quiche  
une brioche = a brioche

une limonade = a lemonade  
un café = a coffee  
une grenadine = a grenadine  
un café au lait = a coffee with milk  
un thé = tea  
un jus d'orange = an orange juice  
un coca-cola = coca-cola  
un chocolat chaud = a hot chocolate

Bonjour ! = Hello!  
Au revoir ! = Goodbye!  
Vous désirez ? = What would you like?  
Je voudrais... = I would like...  
Merci = thank you  
s'il vous = plaît please  
et = and  
l'addition = the bill