



Languages learning sequence – Year 3/ 4- 2022/2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Shapes	Musical instruments	Vegetables	Ancient Britain	In the classroom	Habitats
Topic title:	<i>Les formes</i>	<i>Les instruments</i>	<i>Les legumes</i>	<i>L'ancienne histoire de la Grande Bretagne</i>	<i>En Classe</i>	<i>Les habitats</i>
Languages Knowledge NC Focus:	<ul style="list-style-type: none"> -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Listen attentively to spoken language and show understanding by joining in and responding. -Appreciate stories, songs, poems and rhymes in the language. - Understand basic grammar appropriate to the language being studied. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. 	<ul style="list-style-type: none"> -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Listen attentively to spoken language and show understanding by joining in and responding. - Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. - Understand basic grammar appropriate to the language being studied. 	<ul style="list-style-type: none"> -Present ideas and information orally to a range of audiences. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Listen attentively to spoken language and show understanding by joining in and responding. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. -Write phrases from memory. 	<ul style="list-style-type: none"> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. -Read carefully and show understanding of words, phrases and simple writing. - Understand basic grammar appropriate to the language being studied. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Listen attentively to spoken language and show understanding by joining in and responding. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. 	<ul style="list-style-type: none"> - Understand basic grammar appropriate to the language being studied. -Read carefully and show understanding of words, phrases and simple writing. -write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. 	<ul style="list-style-type: none"> -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Present ideas and information orally to a range of audiences. - Understand basic grammar appropriate to the language being studied. -Listen attentively to spoken language and show understanding by joining in and responding. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.
Aims of unit:	<ul style="list-style-type: none"> -Name and recognise up to 10 shapes in French. -Attempt to spell some of these nouns -Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'. -Have an opportunity to learn and/or revise numbers 1-5. 	<ul style="list-style-type: none"> -Name ten instruments in French. -Match all the new French words to the appropriate picture. -Remember the words for at least five instruments and their correct gender in French, unaided. -To say that they play an instrument of their choice correctly in French. 	<ul style="list-style-type: none"> -Name and recognise up to 10 vegetables in French. -Attempt to spell some of these nouns (including the correct 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. 	<ul style="list-style-type: none"> -Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). -Name in French, the six key periods of ancient Britain, introduced in chronological order. -Be able to say in French three of the types of people who lived in ancient Britain. -Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. -Name the three types of dwellings people lived in during the stone age, bronze age and iron age. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Tell somebody in French the key elements animals and plants need to survive in their habitat. - Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. -Tell somebody in French which animals live in these different habitats. -Tell somebody in French which plants live in these different habitats.
Prior learning:	<i>This is a starter unit but the Children will have some experience of the French language from EYFS and Yr 1. Numbers learnt in Year 1</i>	<i>This is a starter unit but the Children will have some experience of the French language from EYFS and Yr 1.</i>	<i>This is a starter unit but the Children will have some experience of the French language from EYFS and Yr 1.</i>	<i>This is a starter unit but the Children will have some experience of the French language from EYFS and Yr 1.</i>	<i>Know what a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have).</i>	<i>This is a starter unit but the Children will have some experience of the French language from EYFS and Yr 1.</i>
Sequence of learning:	<ul style="list-style-type: none"> 1-Pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) shapes in French. 2- To learn Five more nouns for shapes in French. 3- Consolidate of all ten shapes in French, with a focus on the article. 4- Further re-enforcement of the ten shapes using the numbers 1-5. 	<ul style="list-style-type: none"> 1-Introduce new topic Les Instruments and learn five instruments in French. 2- To revise the five instruments from last week and learn the next five instruments in French. 3- To revise and remember all the instruments introduced in weeks 1 and 2. To learn the appropriate French word for "the" for each instrument. 	<ul style="list-style-type: none"> 1-Pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in French. The next lesson will focus on the remaining five. 2-Pupils will learn five more nouns for vegetables in French. 3- To revisit all ten vegetables in French and learn how to say "a kilo of..." plus a vegetable in French. 	<ul style="list-style-type: none"> 1-Use some simple listening and reading matching activities to recognise, understand and attempt to retain this new language and consolidate chronological ordering of this period in history. 2- Learn how to say I am a stone age, bronze age or iron age man or woman. 3- Use "J'ai..." (I have...) to say which key hunting tools were used in the stone age, the bronze age 	<ul style="list-style-type: none"> 1-To start the unit and introduce the nouns and articles/determiners for six common classroom objects. 2- To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the seven nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases. 	<ul style="list-style-type: none"> 1-Learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English). Use simple French supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in French. 2- Learn about some of the key habitats in our world. Use graded listening and reading activities to



	<p>5- The children will consolidate numbers and shapes using a variety of creative activities.</p> <p>6- To revise all language covered in this unit and complete assessment materials.</p>	<p>4- To revise all the instruments in French and learn how to say Je joue ('I play') a particular instrument in French.</p> <p>5- To consolidate all the language covered so far with various written activities in preparation for the 'I can do...' grid next week.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>4- Develop further linguistic progression by learning how to formulate a short phrase using "Je voudrais ..." ("I would like ...") plus a quantity of various vegetables.</p> <p>5- The children will be introduced to the conjunction "et" ("and") so that they can list what vegetables they would like. There is also the opportunity to learn extra transactional language for a possible role-play activity where pupils can pretend to purchase vegetables at a French market.</p> <p>6- To revise all language covered in this unit and complete assessment materials.</p>	<p>and the iron age. Recall, select and organise old and new information and language in French.</p> <p>4- Consolidate facts learnt so far about stone age, bronze age and iron age men and women. Introduce the children to the French phrase "J'habite..." (I live...) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain.</p> <p>5- To consolidate all language covered so far and put it all together enabling the children to say whether they are a man or woman from the stone age, bronze age or iron age, which hunting tool they use and where they live.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>3- To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai...' both in spoken (role-play) and written form.</p> <p>4-To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.</p> <p>5-To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>	<p>help consolidate the new language we introduce.</p> <p>3- To learn in French which plants grow in specific habitats.</p> <p>4- Learn about which animals live in specific habitats and look at some of their adaptations.</p> <p>5- Consolidate which animal and which plant lives in a particular habitat. Present to the class on the above.</p> <p>6-To consolidate all the language learnt in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat. Complete end of unit assessments.</p>
End Point:	<p>-Name, recognise and remember up to 10 shapes in French.</p> <p>-Attempt to spell some of these shapes in French.</p> <p>-Attempt to remember which shapes are un or une.</p> <p>-Revise and/or learn numbers 1-5 in French.</p>	<p>-Name and recognise up to 10 instruments in French.</p> <p>-Attempt to spell some of these nouns with their correct definite article/determiner in French.</p> <p>-Learn how to say I play an instrument in French.</p>	<p>-Name, recognise and recall from memory up to 10 vegetables in French.</p> <p>-Attempt to spell some of these nouns with their plural article/determiner.</p> <p>-Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</p>	<p>-Name in French, the six key periods of ancient Britain, introduced in chronological order.</p> <p>-Say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.</p> <p>-Remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p>	<p>-Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</p> <p>-Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</p> <p>-Learn how to use the negative in French.</p> <p>-Describe what we have and do not have in our pencil case/rucksack.</p>	<p>Say and write the key elements that animals and plants need to survive.</p> <p>-Name the 5 most common types of habitats.</p> <p>-Name an animal and a plant that live and grow in each type of habitat.</p>
Vocabulary:	<p>Un triangle A triangle</p> <p>3 Trois Three</p> <p>Un carre A square</p> <p>4 Quatre Four</p> <p>Un ovale An oval</p> <p>5 Cinq Five</p> <p>Un cercle A circle</p> <p>Cercles Circle</p> <p>Un rectangle A rectangle Triangles</p> <p>Triangles</p> <p>Un pentagone A pentagon Carrés</p> <p>Squares</p> <p>Un hexagone A hexagon</p> <p>Rectangles Rectangles</p> <p>Un losange A rhombus</p> <p>Ovales Ovals</p> <p>Une ligne A line</p> <p>Hexagones Hexagons</p> <p>Une étoile A star</p> <p>Pentagones Pentagons</p> <p>Dessinez.. Draw..</p> <p>Losanges Rhombuses/Rhombi</p> <p>1 Un One</p> <p>étoiles Stars</p> <p>2 Deux Two</p> <p>Lignes Lines</p>	<p>Le "The" (masculine)</p> <p>La clarinette The clarinet</p> <p>La "The" (feminine)</p> <p>La harpe The harp</p> <p>Le piano The piano</p> <p>Les "The" (plural)</p> <p>Le triangle The triangle</p> <p>La trompette The trumpet</p> <p>Le violon The violin</p> <p>La batterie The drums</p> <p>Les cymbales The cymbals</p> <p>La guitare The guitar</p> <p>Je joue (du, de la, des) I play... La flûte à bec The recorder</p>	<p>Les aubergines The aubergines</p> <p>Un kilo de... / d'... One kilo of...</p> <p>Les épinards The spinach</p> <p>Un demi kilo de... / d'... Half a kilo of...</p> <p>Les oignons The onions</p> <p>Je voudrais... I would like...</p> <p>Les courgettes The courgettes S'il vous plaît Please</p> <p>Les tomates The tomatoes</p> <p>Et And</p> <p>Les haricots verts The green beans</p> <p>Bonjour Hello</p> <p>Les petits pois The peas</p> <p>Je peux vous aider? Can I help you?</p> <p>Les champignons The mushrooms</p> <p>C'est tout? Is that all/anything else?</p> <p>Les carottes The carrots</p> <p>C'est combien? How much is that?</p> <p>Les pommes de terre The potatoes</p> <p>Merci Thank you</p> <p>Au-revoir Goodbye</p>	<p>L'ancienne histoire de la Grande Bretagne The history of ancient Britain</p> <p>Je suis une femme de l'âge du bronze I am a woman from the bronze age</p> <p>L'âge de la pierre The stone age</p> <p>Je suis un homme de l'âge du fer I am a man from the iron age</p> <p>L'âge du bronze The bronze age</p> <p>Je suis une femme de l'âge du fer I am a woman from the iron age</p> <p>L'âge du fer The iron age</p> <p>J'ai... I have...</p> <p>La période des Romains The Roman Empire</p> <p>Un silex a flint</p> <p>La période des Anglo-Saxons The Anglo-Saxon period</p> <p>Une hache an axe</p> <p>La période des Vikings The Viking period</p> <p>Une épée a sword</p> <p>Je suis... I am....</p> <p>J'habite... I live ...</p> <p>Un homme A man</p>	<p>un livre a reading book</p> <p>Qu'est-ce qu'il y a dans ta trousse ? What do you have in your pencil case?</p> <p>un cahier an exercise book</p> <p>Dans ma trousse j'ai... In my pencil case I have..</p> <p>un crayon a pencil</p> <p>Dans ma trousse je n'ai pas.. In my pencil case I do not have..</p> <p>un stylo a pen</p> <p>mon my (masculine singular nouns)</p> <p>un taille-crayon a sharpener</p> <p>ma my (feminine singular nouns)</p> <p>un sac à dos a rucksack</p> <p>mes my (plural nouns)</p> <p>une calculatrice a calculator</p> <p>et and</p> <p>un bâton de colle a glue stick</p> <p>une règle a ruler</p> <p>une gomme a rubber</p> <p>une trousse a pencil case</p> <p>des ciseaux a pair of scissors</p> <p>j'ai I have</p> <p>je n'ai pas de I do not have</p>	<p>Les habitats The habitats</p> <p>Le Groenland The Greenland</p> <p>Les animaux et les plantes ont besoin de/d' The animals and the plants need...</p> <p>Le chameau The camel</p> <p>Les animaux et les plantes ont besoin d'un abri The animals and the plants need shelter</p> <p>Le lapin The rabbit</p> <p>Les animaux et les plantes ont besoin de nourriture The animals and the plants need food</p> <p>L'ours blanc The polar bear</p> <p>Les animaux et les plantes ont besoin d'air The animals and the plants need air</p> <p>Le singe araignée The spider monkey</p> <p>Les animaux et les plantes ont besoin de soleil The animals and the plants need sun</p> <p>Le requin The shark</p> <p>Les animaux et les plantes ont besoin d'eau The animals and the plants need water</p>



			<p><i>Dans mon panier j'ai... In my basket I have...</i></p>	<p><i>J'habite dans... I live in...</i> <i>Une femme A woman</i> <i>Une grotte A cave</i> <i>Je suis un homme de l'âge de la pierre I am a man from the stone age</i> <i>Une cabane A hut / shelter</i> <i>Je suis une femme de l'âge de la pierre I am a woman from the stone age</i> <i>Une maison ronde A round house</i> <i>Je suis un homme de l'âge du bronze I am a man from the bronze age</i></p>		<p><i>Habite (he/she/it) lives</i> <i>La forêt tropicale The tropical forest</i> <i>Habitent (they) live</i> <i>La prairie The meadow</i> <i>Dans In L'océan The ocean</i> <i>Les algues The seaweed</i> <i>Le désert The desert</i> <i>Les grands arbres The tall trees</i> <i>L'Arctique The Arctic</i> <i>Les buissons The bushes</i> <i>...est un habitat dans... ...is a habitat in...</i> <i>Les cactus The cactus</i> <i>Le Sahara The Sahara</i> <i>Les plantes résistantes The hardy plants</i> <i>L'Amazonie The Amazonia</i> <i>Pousse (He/she/it) grows</i> <i>Le parc national South Downs The South Downs national park</i> <i>Poussent (They) grow</i> <i>L'Océan Pacifique The Pacific Ocean</i></p>
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