

## French: based on the Catherine Cheetah Scheme

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>learn a small amount of vocabulary including nouns, verbs, adjectives and a conjunction</li> <li>recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them</li> <li>create simple spoken and written sentences, e.g. <b><i>Voici un chat rouge et un chien bleu.</i></b> <b><i>Je mets un pantalon jaune et un pull vert.</i></b></li> <li>memorise and recite a bank of finger rhymes</li> <li>listen to stories and become familiar with stories known and loved by French children</li> <li>listen to and sing along with traditional French folk songs</li> <li>listen to and sing along with songs by the popular singer Henri Dès</li> <li>become familiar with the works of the painters Renoir and Monet and the music of the composer Debussy</li> <li>become familiar with the city of Paris by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits</li> </ul>	<ul style="list-style-type: none"> <li>continue to use the vocabulary learnt in year 3, and learn a small amount of new vocabulary including nouns, verbs, adjectives and a conjunction. They learn to use sentence starters (in the form of simple adverbial phrases of place), e.g. <i>Dans le sac, Chez moi.</i> They learn to recognise and use plural forms of nouns, and to apply adjectival agreement by gender and number.</li> <li>recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them</li> <li>compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word <b><i>et</i></b> is always silent.</li> <li>create simple and sometimes more complex spoken and written sentences, e.g. <b><i>Dans le sac il y a un chat rouge et un chien bleu.</i></b> <b><i>Dans le sac il y a trois petits chats verts et une grande</i></b></li> </ul>	<ul style="list-style-type: none"> <li>continue to use the vocabulary learnt in years 3 and 4, and they learn new vocabulary consisting of nouns, verbs, adjectives and conjunctions. They develop their use of sentence starters, which still comprise simple adverbial phrases of place, for example <i>dans la cuisine, dans le jardin, dans la piscine.</i> They continue to develop their knowledge of singular and plural concepts and to understand how this can change pronunciation.</li> <li>learn about syntax and make comparison between French and English and other languages they know.</li> <li>can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either <i>Le Manuel Phonique</i> or <i>Methode d'apprendre à lire Pas a Pas.</i> The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.</li> <li>continue to develop pronunciation and fluency when speaking or when</li> </ul>	<ul style="list-style-type: none"> <li>continue to use the vocabulary learnt in years 3, 4 and 5, and they learn new vocabulary consisting of nouns, verbs, adjectives, conjunctions and verbs. They develop their use of sentence starters, which comprise simple adverbial phrases of place, e.g. <i>dans la cuisine, dans le jardin, dans la piscine</i> and also adverbial phrases of time such as <i>aujourd'hui, À trois heures et demie.</i> They begin to develop an understanding of tense by changing the verb and using an adverb of time. They have opportunities to use the following tenses: <i>present, futur proche, passé composé</i> and <i>imparfait.</i></li> <li>continue to learn about syntax and make comparison between French and English and other languages they know.</li> <li>can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either <i>Le Manuel Phonique</i> or <i>Methode d'apprendre à lire Pas a</i></li> </ul>

	<p><b><i>baleine bleue.</i></b></p> <ul style="list-style-type: none"> <li>• memorise and recite a bank of finger rhymes</li> <li>• listen to stories and become familiar with stories known and loved by French children</li> <li>• learn about customs and celebrations in France and make comparisons with customs and celebrations in their own culture</li> <li>• listen to and sing along with traditional French folk songs</li> <li>• listen to and sing along with songs by the popular singer Henri Dès</li> <li>• become familiar with the works of the painters Degas, Cézanne and Matisse and the music of the composer Ravel</li> <li>• become familiar with the region of the Dordogne in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits</li> </ul>	<p>reading aloud, and continue to apply knowledge of liaison and elision.</p> <ul style="list-style-type: none"> <li>• use speaking frames and writing frames to create simple and more complex spoken and written sentences, for example <b><i>Dans mon placard je vois un petit lion jaune et une grande araignée bleue.</i></b> <b><i>Dans le jardin j’entends un petit cochon rouge et une grande libellule verte.</i></b></li> <li>• Practise reading aloud, or reciting from memory, short passages of text from a book about the universe.</li> <li>• Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children</li> <li>• learn about products and symbols from France and make comparisons with products and symbols from the UK</li> <li>• listen to and sing along with traditional French and British folk songs and learn and perform French folk dances</li> <li>• listen to and sing along with songs by the popular singer Henri Dès</li> <li>• become familiar with the works of the painters Gauguin, Manet and Pissarro and the</li> </ul>	<p><i>Pas.</i> The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.</p> <ul style="list-style-type: none"> <li>• continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision..</li> <li>• use speaking frames and writing frames to create simple and more complex spoken and written sentences, e.g. <b><i>Aujourd’hui je vais nager dans la piscine..</i></b> <b><i>Hier j’ai entendu un petit loup gris qui chantait dans la forêt.</i></b></li> <li>• Practise reading aloud, or reciting from memory, short passages of text from a book about the history of France.</li> <li>• Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children</li> <li>• consider stereotypes and role models</li> <li>• listen to and sing along with traditional French and British folk songs and learn and perform French folk dances</li> <li>• listen to and sing along with</li> </ul>
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