



<b>Golden Threads</b>	<b>Enrichment</b>	<b>Review and Evaluation</b>
-----------------------	-------------------	------------------------------

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p><b>Theme 1 : “Autour du moi” (The World around me)</b></p> <p>Understanding and expressing</p> <ul style="list-style-type: none"> <li>• name</li> <li>• nationality</li> <li>• where you live</li> <li>• age</li> <li>• birthday</li> <li>• numbers up to 31</li> </ul> <p>Using a bilingual dictionary.</p>	<p><b>Phonics</b> – understanding not to pronounce silent letters at the end of words e.g “t” and “s” as well as those those that are pronounced.</p> <p><b>Cognates</b> – words spelt or sounding similarly in French and English.</p> <p><b>Genders</b> – understanding the concept of masculine and feminine nouns, how to look these up in a dictionary.</p> <p><b>De-coding strategies</b> – recognising similar words to English. Using clues to determine meaning.</p> <p><b>Verb conjugations</b> – understanding how verb endings change, depending on the pronoun being used.</p>	<p>Week 7 : Knowledge Quiz</p>	<p>Difference between cognates and false friends can be hard to work out.</p> <p>Using the right part of the dictionary French – English (in front section)</p> <p>Questions often change word order</p>	<p>Family members</p> <p>pets</p> <p>ages</p> <p>birthdays / months</p> <p>numbers up to 31</p> <p>Colours</p> <p>Personality type</p>	<p>Phonics – letters / accents we need to say and those we don’t that are silent.</p> <p>Setting up dictionary use to enable effective use in the future, both understanding French – English sections and English – French (including abbreviations)</p> <p>Introducing the essential verbs avoir and être to be used in the present tense.</p> <p>Introducing the idea of masculine and feminine genders which change how adjectives are spelt e.g français (if male) française (if female)</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p><b>Theme 1 : “Autour du moi” (The World around me, cont.)</b></p> <ul style="list-style-type: none"> <li>Asking where someone lives</li> <li>Expressing where you live</li> <li>Using articles and possessive adjectives effectively</li> <li>Using sophisticated opinions</li> <li>Describing self and others</li> <li>Differences between Christmas in France and the UK.</li> </ul>	<p><b>Dictation</b> – pupils learning to write accurately (correct spellings &amp; accents from words or short sentences that they listen to.</p> <p><b>Inversion</b> – swapping pronoun and verb when asking questions.</p> <p><b>Pronouns and Possessive adjectives</b> – Example un (a) and mon (my) = masculine nouns.</p> <p><b>Verb endings</b> – change based upon pronoun(person) and / or tense.</p>	Weeks 5 & 6 : Reading and Writing Summative Assessment. (including Feedback)	<ul style="list-style-type: none"> <li>Silent sounds/letters cannot be heard, so harder to write these words accurately simply from just hearing them.</li> <li>Possessive adjectives agree with the or thing being described, NOT the person who is describing.</li> </ul>	<p>Countries and nationalities</p> <p>Christmas themed vocab</p> <p>Key Christmas present tense verbs</p> <p>Negatives</p> <p>Describing my best friend</p> <p>Je voudrais phrases (conditional tense)</p>	<p>Using dictation to build on phonics skills built on last term to recognise and continue pronouncing letters, words and accents correctly (including silent sounds)</p> <p>Building on use of Use of être in present tense from term 1.</p> <p>Building on use of articles by using gender to determine possession.</p> <p>Continued use of present tense key verbs such as être from last term. Building in different pronouns (people) and seeing how verb endings change based upon the person.</p>
Term 3	<p><b>Theme 1 : “Autour du moi” (The World around me, cont.)</b></p> <ul style="list-style-type: none"> <li>Comparing yourself to others</li> <li>Understanding and using negatives, to talk about yourself and others.</li> <li>Describing your best friend</li> <li>Describing a photo</li> <li>Reading comprehension – examining a longer text.</li> </ul>	<p><b>Direct object pronouns</b> – referring to him / her / them etc.</p> <p><b>Negatives</b> – go round the verb</p> <p><b>Inferring meaning</b> – looking for clues to understand / predict meaning in longer texts.</p> <p><b>Present tense</b></p> <p><b>Time phrases</b></p>	Week 4 – Knowledge quiz	<ul style="list-style-type: none"> <li>Direct Object Pronouns go before the verb</li> <li>Students do not always need to understand every word in a passage. Key words, cognates, verbs are often enough to gain enough understanding to get the “gist”.</li> </ul>	<p>Comparatives (e.g comparing one Family member to another, or two different friends.)</p> <p>Negative expressions with “ne” and “pas” going around the verb.</p>	<p>Use of knowledge of gender and articles to help with direct object pronouns.</p> <p>Link to previous knowledge of present tense by adding negatives to present tense.</p> <p>Decoding</p> <p>Adding time phrases to present tense.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4	<p><b>Theme 2 : La Géographie (Geography)</b></p> <ul style="list-style-type: none"> <li>• Reading longer texts aloud with appropriate phonics.</li> <li>• Compass points NSEW.</li> <li>• Geographical features in France / French: rivers etc</li> <li>• Prepositions: in, near, next to etc</li> <li>• French cities (including city project)</li> <li>• French speaking countries. Easter vocabulary and traditions.</li> </ul>	<p><b>Dictation</b> - pupils learning to write accurately (correct spellings &amp; accents from words or short sentences that they listen to.</p> <p><b>Research skills (city project)</b> – beyond copy and paste. Summing up in their own words.</p> <p><b>Coding / reading for gist</b> – pupils always looking for clues, especially in longer texts to get the general “idea” of a text.</p> <p><b>Phonics</b></p>	<p>Research project on French city week 5 of term 4</p>	<ul style="list-style-type: none"> <li>• Clarity with compass points in English could confuse when in French.</li> <li>• French speaking parts of the world extend well beyond France itself.</li> <li>• Phonics – retrieval practice and growing awareness of silent letters (like H) at the start of words; “S” and “T” at ends of words etc.</li> </ul>		<p>Decoding : identifying nouns, adjectives, verbs, pronouns etc. in a variety of texts.</p> <p>Linking back to reading for gist, using cognates to work out what the text probably would mean.</p> <p>Phonics – silent and non silent sounds and accents.</p>
Term 5	<p><b>Theme 3 : L'Art (Art)</b></p> <ul style="list-style-type: none"> <li>• Knowledge of French Artists from 1900's. E.g Monet, Matisse etc.</li> <li>• -Shapes / forms / styles</li> <li>• -Colours</li> <li>• -Sophisticated opinions</li> <li>• -Describing what's in a photo/picture and where.</li> </ul>	<p><b>Adjectival agreement</b> – extra letters added on to adjectives like colours to agree with nouns. E.g E on the end for Feminine, S for plural.</p> <p><b>Adjectival order</b> – BAGS rule. Beauty Age Greatness Size all come before the noun.</p> <p>Prepositions</p>	<p>Extended writing (describing pupil's own piece of Matisse-inspired artwork)</p>	<ul style="list-style-type: none"> <li>• Order of adjectives in a sentence may cause confusion. E.g colour comes before noun in English but after the noun in French.</li> </ul>	<p>Colours</p> <p>Shapes</p> <p>Lines</p> <p>Prepositions</p> <p>Opinions</p> <p>Comparisons</p>	<p>Decoding</p> <p>Agreement of adjectives from previous learning, but introducing the idea that colours come after the noun, whilst other adjectives do not.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 6	<ul style="list-style-type: none"> <li>• Theme 4 : Les fêtes (festivals / celebrations)</li> <li>• -Different genres of French music</li> <li>• -Listening to French music</li> <li>• -Understanding and learning about unique French festivals such as Bastille Day</li> <li>• -Similarities /differences between French and English festivals &amp; celebrations.</li> </ul>	<p><b>Cultural capital</b> – learning more about the historical and cultural importance of festivals such as “Bastille Day” and “La Fête des Rois” in France.</p>	<p>Summative written (based on last term’s extended writing opportunities on Matisse-inspired Art work)</p> <p>Listening and Reading (based on whole year’s learning)</p>	<ul style="list-style-type: none"> <li>• French cities sometimes pronounced or spelt the same or differently.</li> <li>• Regular and irregular present tense verb endings.</li> </ul>	<p>Genres of music</p> <p>How to express like / dislike of types of music with reasons.</p> <p>Forming questions</p> <p>Musical instruments</p> <p>Vocab describing the National Festival (Bastille Day)</p>	<p>Revision from all KO’s (Knowledge organisers) used this year.</p>