

Languages Intent -French

At Dean Field School we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. The core language taught at Dean Field Primary School in key stage 2 is French. Our planning is based on the Eurostars Rising Stars scheme of work which covers all the components of the Programme of Study. It is the intention that all children in key stage 2 will access quality first teaching of French in order to prepare them for their future language learning in key stage 3. We believe that it is essential for our key stage 2 pupils to develop an interest in learning another language that is enjoyable and stimulating as well as developing their confidence and creativity. As a school we strongly feel that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others which feeds into our focus on developing cultural capital throughout the school.

Understanding Different Types of Knowledge in French

Substantive Knowledge

The substantive knowledge in French is the understanding of the knowledge of knowing how to speak, listen, read and write in the French language. From years 3 to years 6, they take part in range of planned activities taken and adapted from the Eurostars scheme to build on the core French vocabulary. The frequent practice and revising these essential skills allow children to build on their confidence in their speaking, listening, reading and writing in French. The Eurostars scheme is very interactive and has many songs and rhymes embedded in all units which are used in the planning of French at Beech Hill and allow children to understand the different language features.

Disciplinary knowledge

The disciplinary knowledge in French is being able to apply the established facts into the disciplinary knowledge through different methods of working. Through the teaching of French at Beech Hill, children build on their disciplinary knowledge of the French language and use different methods taught to understand how French is structured which enables the children at Beech Hill to apply this knowledge later in life in other languages. One way in which this is taught at Beech Hill from years 3 to years 6 is through speaking and listening where children ask questions and respond and communicate their ideas. As well as this, children will learn about similarities and differences between England and France which allows them to expand their knowledge ever further where they will develop their knowledge about the location of France and other nations where French is spoken.

French Progression Map

National Curriculum Programmes of Study				
	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to:			
Listening	<ol style="list-style-type: none"> 1. Listen attentively to spoken language and show understanding by joining in and responding. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 			
Speaking	<ol style="list-style-type: none"> 1. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 2. Speak in sentences, using familiar vocabulary, phrases and basic language structures. 3. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 4. Present ideas and information orally to a range of audiences. 			
Reading	<ol style="list-style-type: none"> 1. Read carefully and show understanding of words, phrases and simple writing. 2. Appreciate stories, songs, poems and rhymes in the language. 3. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 			
Writing	<ol style="list-style-type: none"> 1. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 2. Describe people, places, things and actions orally and in writing. 			
Grammar	<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and pattern</p> <p>of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			

French Long Term Plan

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3 (Eurostars Stage 1)	<p align="center"><u>Moi (All about me)</u></p> <p>The purpose of this unit is to introduce some simple French phrases and greetings, to raise awareness of where French is spoken, and to draw attention to some cultural differences.</p>	<p align="center"><u>Jeux et chansons (Games and songs)</u></p> <p>The purpose of this unit is for children to learn to count to 20 and start talking about their favourite games.</p>	<p align="center"><u>On fait la fête (Celebrations)</u></p> <p>The purpose of this unit is for children to learn to talk about their achievements in games and activities. They also learn the names of the months, as well as a birthday greeting.</p>	<p align="center"><u>Portraits (Portraits)</u></p> <p>The purpose of this unit is to teach main parts of the body and describe colours.</p>	<p align="center"><u>Les quatre amis (The four friends)</u></p> <p>In this unit, children learn to talk about animals and describe their colour and movement, while listening and responding to a story.</p>	<p align="center"><u>Ça pousse! (Growing things!)</u></p> <p>The purpose of this unit is to teach children the names of some vegetables and how to say what they like and don't like.</p>
Year 4 (Eurostars Stage 2)	<p align="center"><u>On y va! (All aboard!)</u></p> <p>The purpose of this unit is for children to find out about the francophone world. They also learn days of the week, and some phrases relating to transport and weather.</p>	<p align="center"><u>L'argent de poche (Pocket money)</u></p> <p>The purpose of this unit is to offer children the opportunity to manipulate numbers, introduce them to euros, and allow them to express likes and dislikes.</p>	<p align="center"><u>Raconte-moi une histoire! (Tell me a story!)</u></p> <p>The purpose of this unit is to raise children's awareness of simple adjective agreement and French sounds/spellings in the context of a fairy tale. The unit also teaches multiples of ten, up to 100, and children</p>	<p align="center"><u>Vive le sport! (Our sporting lives)</u></p> <p>The purpose of this unit is to give children the opportunity to talk about sports and healthy and unhealthy eating habits.</p>	<p align="center"><u>Le Carnaval des Animaux (The Carnival of the Animals)</u></p> <p>The purpose of this unit is to teach children the names of some animals. They will also learn to tell the time.</p>	<p align="center"><u>Quel temps fait-il? (What's the weather like?)</u></p> <p>The purpose of this unit is to teach more phrases to describe the weather and talk about the temperature. Children will also learn to describe the clothes they need to wear in particular weather conditions.</p>

			reinforce and extend their use of instructions.			
Year 5 (Eurostars Stage 3)	<p><u>Bon appétit, bonne santé (Healthy eating)</u></p> <p>This unit allows children to revise and extend language about healthy and unhealthy eating (Stage 2, Unit 10: Vive le sport!).</p>	<p><u>Je suis le musicien (I am the music man)</u></p> <p>The purpose of this unit is to enable children to discuss musical tastes and talk about the musical instruments they play.</p>	<p><u>En route pour l'école (On the way to school)</u></p> <p>The purpose of this unit is to teach simple directions and familiar landmarks in a town. Children also learn the French alphabet and do further work on telling the time.</p>	<p><u>Scène de plage (Beach scene)</u></p> <p>The purpose of this unit is to enable children to use both new and familiar language in the description of a beach scene. They recycle colour adjectives and learn some new nouns and verbs.</p>	<p><u>Le retour du printemps (The return of spring)</u></p> <p>The purpose of this unit is to recycle and extend familiar language (months, weather, colours) in a new context.</p>	<p><u>Les planètes (The planets)</u></p> <p>The purpose of this unit is to develop children's awareness of sentence structure in the context of describing the planets.</p>
Year 6 (Eurostars Stage 4)	<p><u>Notre école (Our school)</u></p> <p>The purpose of this unit is for children to be able to exchange information about their school and school routine. They also revise describing people and telling the time.</p>	<p><u>Notre monde (The world around us)</u></p> <p>The purpose of this unit is to enable children to find out about and compare the geography of France, French-speaking countries and other areas of the world.</p>	<p><u>Le passé et le présent (Then and now)</u></p> <p>The purpose of this unit is to give children the opportunity to recycle and extend previously learnt language (places in town, clothes and colours) in new contexts.</p>	<p><u>Ici et là (Out and about)</u></p> <p>The purpose of this unit is to provide opportunities for children to express and justify opinions in the context of leisure activities. They also develop their ability to use high numbers.</p>	<p><u>Monter un café (Setting up a café)</u></p> <p>The purpose of this unit is for children to recycle and extend familiar language (food and drink) in a new context. Children buy snacks in a café, learn a song to help memorise key language, and perform in a play to practise the language learnt.</p>	<p><u>Quoi de neuf? (What's in the news?)</u></p> <p>The purpose of this unit is to enable children to recycle and extend previously learnt language in a new context, and to use more complex language to express opinions about the media.</p>

Rising stars- Stage 1- Year 3

By the end of Stage 1, learners will have acquired the following knowledge:	Evidenced in:	By the end of Stage 1, learners will have developed the following skills:	Evidenced in :
Awareness of two groups of nouns in French (masculine and feminine)	1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>	Understand and answer a familiar question, e.g. <i>Comment tu t'appelles ?</i> , <i>Tu aimes...?</i> , <i>Tu as...?</i>	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est/ elle a</i>)	1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i>	Write and say a short sentence using familiar single words and a connective with (and sometimes without) support	1.1 <i>Moi</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Appreciate that words and letters in French can have a different sound or pronunciation to English	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>	Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words	1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i> 1.6 <i>Ça pousse !</i>
Recognise plural nouns	1.2 <i>Jeux et chansons</i> 1.4 <i>Portraits</i> 1.6 <i>Ça pousse !</i>	Suggest and use strategies to memorise vocabulary and structures	1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.6 <i>Ça pousse !</i>
Know that French is spoken in countries other than France	1.1 <i>Moi</i>	Find the meaning of a word in a word list and a bilingual dictionary	1.3 <i>On fait la fête</i> 1.6 <i>Ça pousse !</i>
Knowledge of aspects of life in France and Francophone countries including festivals and games	1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i>	Join in with songs, rhymes and stories by using actions and words.	1.1 <i>Moi</i> 1.2 <i>Jeux et chansons</i> 1.3 <i>On fait la fête</i> 1.4 <i>Portraits</i> 1.5 <i>Les quatre amis</i>

Rising stars- Stage 2- Year 4

By the end of Stage 1, learners will have acquired the following knowledge:	Evidenced in:	By the end of Stage 1, learners will have developed the following skills:	Evidenced in :
Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine	2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i>	Listen, read and show understanding of short phrases	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>être, avoir, aller</i> and <i>faire</i> . For example: <i>je joue, je vais, tu manges?, il habite, elle a</i>	2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>	Ask and answer several familiar questions, e.g. <i>Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</i>	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i>)	2.2 <i>L'argent de poche</i> 2.4 <i>Vive le sport !</i>	Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteau bleu</i> but <i>une écharpe bleue</i> ; <i>un éléphant grand</i> but <i>une tortue grande</i>	2.3 <i>Raconte-moi une histoire !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>	Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds	2.1 <i>On y va</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>

Express a positive and negative opinion (<i>J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère</i>)	2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.6 <i>Quel temps fait-il ?</i>	Suggest and use strategies to memorise vocabulary including making connections with other languages	2.1 <i>On y va</i> 2.4 <i>Vive le sport !</i>
Partitive in singular and plural (<i>du/des, au/aux</i>)	2.4 <i>Vive le sport !</i>	Translate words using a bilingual dictionary	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>
Conjunctions <i>et, mais</i> and <i>quand</i>	2.1 <i>On y va</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>		
Formation of plural nouns by adding <i>-s</i> to most nouns but <i>-x</i> to nouns ending <i>-au</i> , e.g. <i>bateau</i> becomes <i>bateaux</i>	2.3 <i>Raconte-moi une histoire !</i>		
Instructions to <i>vous</i> , e.g. <i>Regardez! Venez ici!</i>	2.3 <i>Raconte-moi une histoire !</i>		
Awareness that French is spoken in countries other than France	2.1 <i>On y va</i>		
Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography	2.1 <i>On y va</i> 2.2 <i>L'argent de poche</i> 2.3 <i>Raconte-moi une histoire !</i> 2.4 <i>Vive le sport !</i> 2.5 <i>Le Carnaval des Animaux</i> 2.6 <i>Quel temps fait-il ?</i>		

Rising stars- Stage 3- Year 5

By the end of Stage 1, learners will have acquired the following knowledge:	Evidenced in:	By the end of Stage 1, learners will have developed the following skills:	Evidenced in :
Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	Listen, read and show understanding of more complex familiar phrases and sentences	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Familiarity with and use of 1st, 2nd and 3rd person singular (<i>je, tu, il/elle</i>) and 3rd person plural (<i>ils/elles</i>) of a number of regular (<i>jouer, tourner, aimer, traverser, s'appeler</i>) and high frequency irregular verbs (<i>être, avoir, aller</i>). For example: <i>je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	Ask and answer more complex familiar questions, e.g. <i>Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</i>	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Formation of 3rd person singular and plural of regular <i>-er</i> verbs, i.e. remove <i>-er</i> and add <i>-e</i> for singular and <i>-ent</i> for plural	3.4 <i>Scène de plage</i>	Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planète bleue; les grands nuages blancs</i>	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	Read aloud familiar sentences with increasingly accurate pronunciation and intonation	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>

Giving positive and negative reasoned opinions, e.g. <i>J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</i>	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.5 <i>Le Retour du Printemps</i>	Suggest and use strategies to memorise vocabulary including making connections with other languages	3.1 <i>Bon appétit, bonne santé</i> 3.4 <i>Scène de plage</i> 3.6 <i>Les planètes</i>
Formation of the indefinite and definite article, e.g. <i>un/une/des, le/la/les</i> – plurals are the same whatever the gender.	3.1 <i>Bon appétit, bonne santé</i>	Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>
Sequencing and frequency adverbs, e.g. <i>après ça, ensuite, et puis, souvent, tous les jours</i>	3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i> 3.6 <i>Les planètes</i>	Follow a longer text, e.g. a rhyme or story	3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i>
Awareness and use of <i>tu</i> and <i>vous</i>	3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i>		
Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)	3.1 <i>Bon appétit, bonne santé</i> 3.2 <i>Je suis le musicien</i> 3.3 <i>En route pour l'école</i> 3.4 <i>Scène de plage</i> 3.5 <i>Le Retour du Printemps</i>		

Rising stars- Stage 4- Year 4

By the end of Stage 1, learners will have acquired the following knowledge:	Evidenced in:	By the end of Stage 1, learners will have developed the following skills:	Evidenced in :
Comparing things using <i>plus</i> and <i>moins</i> + adjective	4.3 <i>Le passé et le présent</i>	Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Awareness of three verb groups <i>-er</i> , <i>-ir</i> and <i>-re</i> and the role of the infinitive	4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.6 <i>Quoi de neuf ?</i>	Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i>
Conjugation of regular <i>-er</i> verbs and two high frequency verbs, i.e. <i>être</i> and <i>aller</i> in the present tense	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.5 <i>Monter un café</i>	Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary	4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Use of the infinitive with <i>Je veux</i> and <i>J'aime</i>	4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.6 <i>Quoi de neuf ?</i>	Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation	4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>
Comparing the past and present using <i>il y avait / il y a</i> and <i>il/elle est / il/elle était</i>	4.3 <i>Le passé et le présent</i>	Decode unfamiliar text using language skills, context and/or a bilingual dictionary	4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i>

Prepositions of place	<p>4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.6 <i>Quoi de neuf ?</i></p>	Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	<p>4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i></p>
Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	<p>4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i></p>	Read aloud with fluency	<p>4.1 <i>Notre école</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i></p>
Consolidation of all grammatical knowledge from Books 1– 3	<p>4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i></p>		
Knowledge of the geography of some Francophone countries including climate, terrain and fauna	<p>4.1 <i>Notre école</i> 4.2 <i>Notre monde</i> 4.3 <i>Le passé et le présent</i> 4.4 <i>Ici et là</i> 4.5 <i>Monter un café</i> 4.6 <i>Quoi de neuf ?</i></p>		