

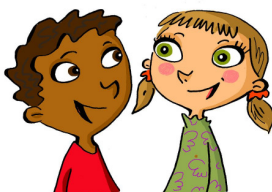
Module 1

Lesson Plans 1-5

Niveau bleu

Autumn Term First Half

Year 3



niveau bleu

Learning Objectives

Leçon 1

- learn how to greet your teacher and other adults
- learn how to greet a friend
- learn how to say good-bye

Leçon 2

- learn how to ask someone for his or her name and be able to tell them your name
- learn that consonants are silent on the end of words
- find out what a noun and a proper noun are

Leçon 3

- be able to locate Paris on the map
- be able to spell *Paris*
- understand and respond to some classroom instructions

Leçon 4

- be able to ask how something is spelt
- find out about a French sound - the phoneme [y] - and be able to identify it when you hear it, and when you see its grapheme 'u'
- understand and respond to some more classroom instructions

Leçon 5

- learn how to say the numbers 1, 2 and 3
- find out about a French sound - the phoneme [ɛ] - and be able to identify it when hear it, and when you see some of its matching graphemes
- be able to identify France on a map of Europe
- find out about some of Paris landmarks and learn how to name them

Cultural Guidance

Additional guidance notes aimed at supporting the teacher, in particular with aspects of cultural knowledge, are sometimes hidden in the notes section underneath a PowerPoint slide. These notes sometimes contain links to external sites.



Vocabulary**Greetings and forms of address**

Bonjour ! *Hello*

Au revoir ! *Good-bye*

monsieur (*to a man*) / madame (*to a woman*) / Nounours *Teddy* / les enfants *children*

Question and answer

Comment tu t'appelles ? *What is your name?*

Je m'appelle.... *My name is...*

Numbers

1 un, 2 deux, 3 trois

Proper Nouns

la France. Paris.

la Tour Eiffel - *the Eiffel Tower*,

l'Arc de Triomphe - *the Arc de Triomphe*

le Louvre - *the Louvre Museum*

la Tour Montparnasse - *the Montparnasse Tower*.

Spelling skills

Comment ça s'écrit ? *How is that spelt?*

P majuscule - a - r - i - s

N majuscule - o - u - n - o - u - r - s

Classroom instructions

Écoutez ! *Listen!*

Regardez ! *Look!*

Taisez-vous ! *Be quiet!*

Croisez les bras ! *Fold your arms!*

Asseyez-vous ! *Sit down!*

Levez-vous ! *Stand up!*

Asseyez-vous correctement ! *Sit up straight!*

Levez le doigt ! *Put your hand up!*

Grammar and Pronunciation**① Pronunciation Point – silent final consonant**

When a French word ends with a consonant, it is almost always silent, e.g. the 's' in *Paris*.

① Pronunciation Point – the phoneme [y] or /u/

The phoneme [y] does not exist in standard English. It is the sound made by the alphabet letter 'u', and can be heard in the question

Comment tu t'appelles ?

① Pronunciation Point – the phoneme [ɛ̃] as in un.

The phoneme [ɛ̃] is a nasal vowel, which is very common in French but does not exist in English. It is important to aim for accurate pronunciation of this phoneme. The letters 'un' here form a digraph, so the 'n' should not be sounded out.

① Grammar Point – nouns

Nouns are types of words that can name people, places or things. The nouns *Paris* and *la France* are names of places.

The noun *Nounours* is the name of the toy that helps us to learn French

① Grammar Point – capital letters

Paris and *la France* are spelt with capital letters. Place names are given a capital letter in both English and French.

Nounours is spelt with a capital letter. Personal names are given a capital letter in both English and French

Using the Internet

- Make a live visit to Paris via webcams at www.meteo-paris.com/ile-de-france/webcams.html and allow children to comment on what they see.
- Watch a fast film of the weather in Paris over the past 24 hours at <http://static.meteo-paris.com/videos/webcam-24h.php>
- Show a plan of Paris at <http://tinyurl.com/m2y8v6q>. Click on any part to look at it more closely.
- Display a map of Europe at http://yourchildlearns.com/europe_map. Invite the children to locate France. Can the children identify any other countries near to France?
- If time, you may wish to visit the Eiffel Tower at www.tour-eiffel.fr/en.html, the Arc de Triomphe at www.arcdetriompheparis.com, la Tour Montparnasse at www.tourmontparnasse56.com/en/#/home and the Louvre at www.louvre.fr/en

Resources

- cuddly toy
- soft ball
- ball to bounce
- CD of French songs to use as background music during games, e.g. *Henri Dès*, *Anne Sylvestre*
- Letter cards to spell P - a - r - i - s
- Bag to hold the letter cards during a circle game

Teacher Guidance

Cultural guidance

<i>Saluer / to greet</i>	In French, <i>Bonjour !</i> is the most common way to greet someone. Although, one can say <i>Salut!</i> which is a more informal way to acknowledge somebody in the street. <i>Salut les copains !</i> means <i>Hi, pals!</i> The abbreviations for <i>Monsieur, Madame, Mademoiselle</i> are M., Mme., Mlle. Most recently in France, the term <i>Mademoiselle</i> (Miss) has been banned from the administration's vocabulary as the title for a single woman, following feminist groups' campaigns.
<i>Dire au revoir / Say goodbye</i>	<i>Au revoir !</i> is the most neutral way to say goodbye. Otherwise, there are many more informal variations such as <i>à bientôt, à la prochaine</i> or <i>à plus</i> . <i>Adieu</i> is a more literary way to say goodbye.
<i>Intercultural awkwardness</i>	In France, within a professional environment, people shake hands but, among friends, people mostly kiss each other on the cheeks. The number of kisses changes from the regions: two kisses in the North but three kisses in southern France. It is called <i>faire la bise</i> . Don't hug French people - they could respond negatively. Usually, people wave goodbye or, among friends, they kiss each other on the cheeks again.
<i>Niveaux de langue / language levels</i>	In French, there are three ways to ask a question : -the familiar way: subject + verb + interrogative adverb « <i>Tu t'appelles comment ?</i> » -the current way: interrogative adverb + subject + verb « <i>Comment tu t'appelles ?</i> » -the literary way: interrogative adverb + verb + subject « <i>Comment t'appelles-tu ?</i> »
<i>Nounours</i>	<i>Nounours</i> is the French childish way to refer to a teddy bear. It often becomes a name for teddy bear toys.
<i>La France / France</i>	France is the largest country in Western Europe and the UK's nearest neighbour. France has been a major power with strong cultural and political influence in the world. It has a large variety of landscapes, food, and traditions. There are around 400 types of cheese. France borders Spain in the southwest along the Pyrenees and the UK in the northwest along the Channel.
<i>Paris</i>	Paris is the capital of France and has a population of about 2.2 million. It is well-known for its historical buildings and its very romantic river, La Seine. The metropolitan area has more than 12 million inhabitants. People who live in Paris are referred to as <i>Les parisiens / Parisians</i> . There is a huge gap in terms of population between Paris and Lyon, the second most important city in France because France is a highly centralised country.
<i>La Tour Eiffel / the Eiffel tower</i>	The Eiffel Tower is situated in the heart of Paris and named after the engineer Gustave Eiffel. It was erected in 1889 for the 1889 World Fair. It has become a cultural icon of France.
<i>L'Arc de triomphe</i>	This archway stands in the centre of Paris, at the western end of the <i>Champs-Élysées</i> . Ordered by Napoleon 1 st and finished in 1836, it celebrates those who fought and died in the French Revolution and the Napoleonic Wars.
<i>La Tour Montparnasse</i>	It is a 210-metre office skyscraper located in the Montparnasse area of Paris. It was built in 1972. It has been criticised a lot for being out of place in Paris' urban landscape.
<i>Le Louvre</i>	The Louvre is one of the world's largest museums, and a historic monument. It is located on the right bank of the Seine. It welcomes 8 millions visitors each year: it is the world's most visited museum.

<i>Names</i>	Some French names just look like their English counterparts (Jacques = James; Guillaume = William) but others are uniquely French. This is a generational gap in terms of names. For instance, composed names such as Jean-Pierre or some names such as Simone are very old-fashioned. Short names are nowadays highly popular, like Nora, Julien, Théo, Camille and Léo.
<i>Où est Paris? / Where is Paris</i>	Paris is situated on the river Seine, in the north of France. Paris is 343 km away from London. It takes 2h15 to go from London to Paris by train. There are so many French people in London that it is actually the 6th biggest French city.
<i>Écoutez ! Regardez ! Taisez-vous ! Croisez les bras !</i>	If in English, the second person pronoun is always “you”, no matter who and how many people you are talking to. French has two words “tu” et “vous”. It is a very important difference and you may insult somebody by using the wrong “you”. -“Tu” is the familiar “you”. It shows a certain closeness, informality. People use “tu” when addressing a friend, a relative, or a child. -“Vous” is either the formal “you” –it shows respect and formality- or the plural “tu”. One uses “vous” to address more than one person no matter how close you are.

In the primary school

Bonjour, les enfants !	The teacher greets the children using the phrase Bonjour, les enfants ! or Bonjour, tout le monde ! The phrase Bonjour, la classe ! is not used.
Bonjour, Julien !	The teacher can greet a child by name.
Bonjour, madame ! Bonjour, monsieur !	Children do not greet their teacher by name – they simply say Bonjour, monsieur ! or Bonjour, madame ! Children do not use the phrase Bonjour, mademoiselle ! to greet an adult.
Bonjour, tout le monde !	In an English primary school, children generally greet their teacher and then greet everyone else, for example: Good morning, Mrs Jones. Good morning everyone. In French, this could be done as follows: Bonjour, madame ! Bonjour, tout le monde !
Au revoir, les enfants !	At the end of a lesson, or at the end of the school day, the teacher can say goodbye to the children using the phrase Au revoir, les enfants !
Au revoir, madame ! Au revoir, monsieur ! Au revoir, tout le monde !	The children can reply in chorus : Au revoir, madame ! Au revoir, tout le monde !
Comment tu t'appelles ? / What is your name ?	When the teacher talks to children, he/she uses an oral language level. It is easier to understand for children.
Bien ! Très bien ! / Good! Very good!	In class, the teacher compliments the children with these praise words.
Paris, la France	English children can have many preconceived ideas about France and the class could enjoy discussing them. For example, the typical idea of a French person with a French beret and a French baguette, the characteristic food traditions such as an awkward taste for frogs and old cheese.
Comportement en classe / Classroom behaviour	Commands in French such as « Taisez-vous ! », « Asseyez-vous correctement ! » are the basis of classroom discipline. The gestures are really important as it helps them to associate vocabulary with gestures. Discipline is very important in French classrooms.

Leçon 1

Language content: *Bonjour !* (Hello! / Good morning! / Good afternoon!) *Au revoir !* (Good-bye!) *monsieur / madame*.

Learning focus	Teaching sequence
New vocabulary - greetings: <i>Bonjour !</i> <i>Bonjour ! + name</i> <i>Bonjour, monsieur / madame !</i>	<ul style="list-style-type: none"> ▪ Wave to children, say <i>bonjour</i>, encourage children to do same to you. ▪ Sing a melody well known to the children in which <i>Bonjour</i> is the only lyric. ▪ Introduce a puppet or cuddly toy to the children, by name. Greet the toy using <i>bonjour + name</i>, e.g. <i>Bonjour, Nounours!</i> The toy replies to you <i>Bonjour, monsieur !</i> or <i>Bonjour, madame !</i> ▪ Allow the children to rehearse their greeting to you and to the puppet, as you say <i>Bonjour, les enfants!</i> to all the children. <p style="text-align: right;">Slides 2, 3, 4 & 5</p>
Listening and speaking practice – whole class speaking in chorus	<ul style="list-style-type: none"> ▪ Play Pass the Parcel. The children are seated either in a circle or at their desks. Play some music (e.g. <i>a song by Henri Dès</i>). Whilst the music is playing the children pass the cuddly toy around the circle. Whenever the music is paused, the child holding the cuddly toy holds it up so that all children can greet him in chorus: <i>Bonjour, Nounours!</i> <p style="text-align: right;">Slide 6</p>
Individual practice	<ul style="list-style-type: none"> ▪ Throw a soft ball to individual children who would like to practise exchanging a greeting with you. As you throw the ball, make eye contact with the child and greet them by name. e.g. <i>Bonjour, Natasha !</i> The child might respond <i>Bonjour, Madame !</i> or <i>Bonjour, monsieur !</i> <p style="text-align: right;">Slides 7 & 8</p>
End of lesson <i>Au revoir !</i>	<ul style="list-style-type: none"> ▪ Tell the children that the cuddly toy is tired, and it is time for him to leave. Holding the puppet or cuddly toy, wave goodbye to the children. The puppet says <i>Au revoir, les enfants !</i> and the children reply <i>Au revoir, Nounours !</i> ▪ Invite children who wish to, to say goodbye to the cuddly toy. As they take their turn to hold the toy, each child can either cuddle the toy or shake his hand, and if they wish they can say <i>Au revoir, Nounours !</i> before passing the toy to the next child. ▪ Wave goodbye to children, saying <i>Au revoir, les enfants !</i> and encourage children to do same to you - <i>Au revoir monsieur / madame !</i> <p style="text-align: right;">Slides 9 & 10</p>

Lesson 2

Language content : *Comment tu t'appelles ? Je m'appelle + name; la France, Paris.*

Learning focus	Teaching sequence
New vocabulary <i>Comment tu t'appelles ?</i> <i>Je m'appelle + name.</i>	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Model a conversation with the cuddly toy to teach <i>Comment tu t'appelles ?</i> and <i>Je m'appelle Nounours</i>. Invite the children to chorus these new phrases aloud. Children might notice that <i>Comment tu t'appelles ?</i> sounds like a question as they can hear the rising intonation. ▪ Play Pass the Parcel. The children pass <i>Nounours</i> round the circle as the music plays. Whenever the music is paused, <i>Nounours</i> stands still while all children ask <i>Comment tu t'appelles ?</i> and all answer in chorus <i>Je m'appelle Nounours</i>. <p style="text-align: right;">Slides 2, 3, 4, 5, 6, 7, 8 & 9</p>
New vocabulary : <i>la France</i> <i>Paris</i>	<ul style="list-style-type: none"> ▪ Display an outline map of France. Model the words <i>la France</i> and <i>Paris</i>, and invite the children to echo these words in chorus. ▪ Throw a soft ball to individual children in turn to invite them to echo the words <i>la France</i> and <i>Paris</i>. ▪ Use praise words such as <i>Bien ! Très bien !</i> with a positive tone of voice and gestures such as thumbs up. <p style="text-align: right;">Slide 10</p>
Discussion – <i>France</i> and <i>Paris</i> ⓘ Pronunciation Point – silent final consonant ⓘ Grammar Point – nouns ⓘ Grammar Point – capital letters	<ul style="list-style-type: none"> ▪ Invite children to share what they already know about France and Paris. Use a map for reference. ▪ Do the children notice that the word <i>Paris</i> looks the same in French and English, but does not sound the same. Can the children say how the sound is different? When a French word ends with a consonant, it is almost always silent. ▪ Nouns are types of words that can name people, places or things. Here, the nouns <i>Paris</i> and <i>la France</i> are names of places. Do the children notice that <i>la France</i> and <i>Paris</i> are spelt with capital letters? Place names are given a capital letter in both English and French. <p style="text-align: right;">Slides 10, 11, 12, 13</p>
Live webcam	<ul style="list-style-type: none"> ▪ Make a live visit to Paris via webcams at www.meteo-paris.com/ile-de-france/webcams.html. Invite the children to comment on what they see. ▪ Watch a fast film of the weather in Paris over the past 24 hours at http://static.meteo-paris.com/videos/webcam-24h.php ▪ Show a plan of Paris at http://tinyurl.com/m2y8v6q. Use the zoom if desired. Click on any monument to find out more about it. <p style="text-align: right;">Slides 14, 15 & 16 + internet</p>
End of lesson	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 17 & 18</p>

Lesson 3

Language content: Alphabet letters to spell *P – a – r – i – s*; *Écoutez ! Regardez ! Taisez-vous ! Croisez les bras !*

Learning focus	Teaching sequence
Starter activity	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Throw a soft ball to children to practise <i>Comment tu t'appelles? Je m'appelle + name.</i> <p style="text-align: right;">Slides 2, 3, 4, 5 & 6</p>
Pronunciation practice <i>la France</i> <i>Paris</i>	<ul style="list-style-type: none"> Display the outline map of France. Throw a soft ball to children in turn to invite them to echo the words <i>la France</i> and <i>Paris</i>. Now mouth the French word silently, to challenge each child to look carefully at you to observe which word you are modelling. Can the children locate Paris on the map of France? (<i>Où est Paris? / Where is Paris?</i>) <p style="text-align: right;">Slide 7 & 8</p>
Focus on spelling <i>Paris</i>	<ul style="list-style-type: none"> Display the word <i>Paris</i>. Point to each letter saying the letter name in French. Invite the children to echo in chorus: <i>p – a – r – i – s</i> Point to letters in a random order, inviting children to echo, to give practise in letter sounds and letter recognition. Point to each letter in the correct order so that the children are spelling the word correctly. Introduce the idea of the capital letter as you point to the first letter and say <i>P majuscule</i> and make a gesture to show that it is a capital letter. Invite the children to say <i>P majuscule</i>. In chorus, the children spell the word <i>Paris</i> saying <i>P majuscule – a – r – i – s</i>. Allow the children 30 seconds to work by themselves to practise spelling <i>Paris</i>. They try saying the letters under their breath. Allow the children one minute to practise with a friend. Invite some children to spell <i>Paris</i> aloud on their own. <p style="text-align: right;">Slide 9</p>
New vocabulary: <i>Écoutez !</i> <i>Regardez !</i> <i>Taisez-vous !</i> <i>Croisez les bras !</i>	<ul style="list-style-type: none"> Teach some classroom phrases: <i>écoutez, regardez, taisez-vous</i> and <i>croisez les bras</i>. Accompany each phrase with a mime showing what each phrase means: <i>Écoutez !</i> (hands behind ears to show listening), <i>Regardez !</i> (hand to forehead to mime looking), <i>Taisez-vous !</i> (finger to lips to indicate Shh!) and <i>Croisez les bras !</i> (fold arms). The children echo your words and copy your gestures. Say the words without the gesture, and ask the children to respond with only the gesture. Mime the gestures silently and invite the children to chorus the matching words. Use praise words such as <i>Bien ! Très bien !</i> with a positive tone of voice and gestures such as thumbs up. <p style="text-align: right;">Slide 10</p>
End of lesson	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 11 & 12</p>

Lesson 4

Language content: *Asseyez-vous ! Levez-vous ! Asseyez-vous correctement ! Levez le doigt !*

Learning focus	Teaching sequence
Starter activity New vocabulary: <i>Comment ça s'écrit ?</i> ① Grammar Point – nouns ① Grammar Point – capital letters	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy all exchange greetings. ▪ Rehearse <i>Comment tu t'appelles ?</i> and <i>Je m'appelle Nounours</i> by means of a conversation with the cuddly toy. The conversation is repeated as the toy is passed around amongst the children. ▪ You ask the toy how to spell his name - <i>Comment ça s'écrit ?</i> He then spells out his name as you write it on the board – <i>N majuscule – o – u – n – o – u – r – s</i>. Invite the children to keep asking the toy this question, and to help him to say the answer. ▪ Nouns are types of words that can name people, places or things. Here, the noun <i>Nounours</i> is the name of the toy that helps us to learn French. Do the children notice that <i>Nounours</i> is spelt with a capital letter? Personal names are given a capital letter in both English and French – including the name of each child. <p style="text-align: right;">Slides 2, 3, 4, 5. 6. 7 & 8</p>
① Pronunciation Point – the phoneme [y]	<ul style="list-style-type: none"> ▪ The phoneme [y] does not exist in standard English. It is the sound represented by the alphabet letter 'u', and can be heard in the question <i>Comment tu t'appelles ?</i> ▪ Use slide 12 to allow the children to listen to six words. Five words contain the phoneme [y] but one does not. Can the children identify the odd man out? Slide 11 shows the answer. <p style="text-align: right;">Slides 9, 10 & 11</p>
New vocabulary <i>Asseyez-vous !</i> <i>Levez-vous !</i> <i>Asseyez-vous correctement !</i> <i>Levez le doigt !</i>	<ul style="list-style-type: none"> ▪ Revise the classroom phrases: <i>Écoutez ! Regardez ! Taisez-vous !</i> and <i>Croisez les bras !</i> Play a listening and responding game. ▪ Teach additional phrases: <i>Asseyez-vous !</i> (sit down); <i>Asseyez-vous correctement !</i> (sit up straight), <i>Levez-vous !</i> (stand up) and <i>Levez le doigt !</i> (put your hand up). As you model, encourage the children to copy your actions and echo your words in chorus. ▪ To the tune of Hickory, Dickory, Dock sing <i>Levez-vous, asseyez-vous ! Levez-vous, asseyez-vous ! Asseyez-vous correctement, levez-vous, asseyez-vous !</i> ▪ Continue to use praise words <i>Bien !</i> and <i>Très bien !</i> <p style="text-align: right;">Slides 12 & 13</p>
Classroom language	<ul style="list-style-type: none"> ▪ Rehearse classroom phrases. Play a listening and responding game - children mime the gesture when you call out a phrase. Play a speaking game - mime the phrases at random in quick succession and ask the children to chorus the matching phrases aloud. ▪ Mouth the words and phrases silently - the children respond with mimes.
End of lesson.	<ul style="list-style-type: none"> ▪ Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 14 & 15</p>

Lesson 5

Language content: numbers 1 - 2 - 3 ; *la Tour Eiffel, l'Arc de Triomphe, la Tour Montparnasse, le Louvre*

Learning focus	Teaching sequence
Starter activity	<ul style="list-style-type: none"> Teacher, children and cuddly toy all exchange greetings. Rehearse <i>Comment tu t'appelles ?</i> and <i>Je m'appelle</i> + name using a soft ball to invite individual children to speak. You ask <i>the toy</i> how to spell his name - <i>Comment ça s'écrit ?</i> He then spells out his name as before. Invite the children to keep asking the toy this question, and to help him to say the answer. <p style="text-align: right;">Slides 2, 3, 4, 5, 6 & 7</p>
New vocabulary <i>un</i> <i>deux</i> <i>trois</i>	<ul style="list-style-type: none"> Teach 1, 2, 3. To teach <i>un</i>, hold up thumb and say <i>un</i>, with children copying and echoing in chorus. Do the same for <i>deux</i> with thumb and index finger and for <i>trois</i> with thumb, index and middle fingers. Practise chorusing the numbers in chronological order by bouncing a ball on the floor. On each bounce everyone says a number in sequence: 1 – 2 – 3 – 1 – 2 – 3 – 1 – 2 – 3. Fit the new words into a well-known tune. Sing the song, supported by matching hand gestures. E.g. the numbers 1 – 2 – 3 can be sung to the tune of <i>Frère Jacques</i>. <p style="text-align: right;">Slide 8</p>
① Pronunciation Point – the phoneme [ɛ̃] as in <i>un</i> .	<ul style="list-style-type: none"> The phoneme [ɛ̃] is a nasal vowel, which is very common in French but does not exist in English. It is important to aim for accurate pronunciation of this phoneme. The letters 'un' here form a digraph, so the 'n' should not be sounded out. <p style="text-align: right;">Slide 9</p>
Using a map	<ul style="list-style-type: none"> Display a map of Europe. Invite the children to locate France. Can the children identify any other countries near to France? <p style="text-align: right;">Slide 10 + internet</p>
Images of Paris <i>la Tour Eiffel, l'Arc de Triomphe, le Louvre, la Tour Montparnasse</i>	<ul style="list-style-type: none"> Show some images of Paris. Invite the children to listen to and pronounce the new words and to talk about what they observe: <i>la Tour Eiffel, l'Arc de Triomphe, la Tour Montparnasse, le Louvre</i>. If time, click on the weblinks to learn more about each monument. <p style="text-align: right;">Slides 11, 12, 13 & 14</p>
End of lesson.	<ul style="list-style-type: none"> Teacher, children and cuddly toy exchange farewells with <i>Au revoir !</i> <p style="text-align: right;">Slides 15 & 16</p>



Assessment

Learning focus	I can...
Knowledge about France	<ul style="list-style-type: none"> I can identify France on a map I know that the capital city of France is Paris I can locate Paris on a map I can name France and Paris in French: <i>la France, Paris</i>. I can name four Paris landmarks in French: <i>la Tour Eiffel, l'Arc de Triomphe, le Louvre, la Tour Montparnasse</i>. I recognise images of Paris in photographs and through webcams.
Greetings	<ul style="list-style-type: none"> I can greet my teacher and other adults – <i>Bonjour, madame ! / Bonjour, monsieur !</i> I can greet my friends, e.g. <i>Bonjour, Julien !</i> I can say good bye – <i>Au revoir !</i>
Asking and answering questions	<ul style="list-style-type: none"> I can ask someone their name: <i>Comment tu t'appelles ?</i> I can tell someone my name: <i>Je m'appelle...</i> I can understand the question <i>Comment tu t'appelles ?</i> and can answer it correctly.
Numbers	<ul style="list-style-type: none"> I can use these numbers: <i>1, 2, 3</i>.
Understanding instructions in class	<ul style="list-style-type: none"> I can understand these instructions: <i>Écoutez ! Regardez ! Taisez-vous ! Croisez les bras ! Asseyez-vous ! Levez-vous ! Asseyez-vous correctement ! Levez le doigt !</i>
Spelling skills	<ul style="list-style-type: none"> I can ask how something is spelt: <i>Comment ça s'écrit ?</i> I can spell <i>Paris</i> and <i>Nounours</i>.
Knowledge about language (Grammar)	<ul style="list-style-type: none"> I know that nouns are types of words that can name people, places or things. I know that the names of places begin with a capital letter in French and English, e.g. <i>la France, Paris</i>. I know that the names of people begin with a capital letter in French and English, e.g. <i>Nounours</i>
Pronunciation (Phonics)	<ul style="list-style-type: none"> I know that the final consonant in a French word is usually silent, e.g. <i>Paris</i>. I can pronounce the phoneme [y] as in <i>Comment <u>t</u>u t'appelles ?</i> I can pronounce the phoneme [ɛ̃] as in <i><u>un</u></i>.
Songs, rhymes, dances and stories	<ul style="list-style-type: none"> I can join in singing a song such as <i>Frère Jacques</i>. I can recite a rhyme such as <i>Voici ma main, elle a cinq doigts</i>. I have listened to a story such as <i>Le petit mot magique</i>.