

## CURRICULUM OVERVIEW - MODERN FOREIGN LANGUAGES



### SUBJECT: FRENCH

#### At a glance...

Year group	Unit	5 essentials
Year 3	Bonjour!- Introductions	<ul style="list-style-type: none"><li>• Understand that languages do not translate word-for-word</li><li>• Understand that Letter strings are sounded out differently in different languages</li><li>• Be able to say 'Bonjour' and 'Au Revoir' in context</li><li>• Understand 'Comment t'appelles-tu?' and be able to reply</li><li>• Understand 'Ca va?' and be able to reply</li></ul>
	Quelle est la date? - the date	<ul style="list-style-type: none"><li>• numbers 1-31</li><li>• days and months</li><li>• understand the question 'Quel age as-tu?' and reply</li><li>• Understand 'C'est quand ton anniversaire?' and reply</li><li>• 'J'ai' is 'je' and 'ai' combined and means 'I have'</li></ul>
	Dans la salle de classe- classroom objects	<ul style="list-style-type: none"><li>• Un/une</li><li>• Classroom objects</li><li>• Colours</li><li>• Negatives: Je n'ai pas de</li><li>• How to use a bi-lingual dictionary</li></ul>
Year 4	Ma famille	<ul style="list-style-type: none"><li>• family members</li><li>• pets</li><li>• il y a, Il n'y a pas de</li><li>• mon, ma, mes</li></ul>

		<ul style="list-style-type: none"> <li>• Understand and answer the question 'Qui est dans ta famille?' and 'Tu as un animal?'</li> </ul>
	Les matieres	<ul style="list-style-type: none"> <li>• school subjects</li> <li>• Le/la/les</li> <li>• Opinions: J'adore, j'aime, Je n'aime pas and Je deteste, ca m'est egal</li> <li>• Parce que</li> <li>• C'est + adjectives</li> </ul>
	Ou habites-tu?	<ul style="list-style-type: none"> <li>• Pupils understand and can answer the questions- Ou habites-tu?</li> <li>• Countries</li> <li>• know which countries speak French in Europe</li> <li>• Know where French is spoken across the world</li> <li>• Revise Le/la/l'</li> </ul>
Year 5	Ma maison ideale	<ul style="list-style-type: none"> <li>• Revise Il y a/ il n'y a pas de</li> <li>• Rooms</li> <li>• Letter strings</li> <li>• Understand the main points from short written material</li> <li>• Present ideas orally in simple sentences.</li> </ul>
	Ma famille	<ul style="list-style-type: none"> <li>• Etre: je suis, tu es, il est, elle est</li> <li>• Negatives: je ne suis pas etc.</li> <li>• adjectives to describe personality</li> <li>• Revise opinions</li> <li>• building longer sentences</li> </ul>
	L'alimentation	<ul style="list-style-type: none"> <li>• Revise opinions</li> <li>• Food vocabulary</li> <li>• C'est + adjective</li> <li>• Building sentences using conjunctions</li> <li>• Presenting ideas to an audience</li> </ul>
Year 6	L'alimentation	<ul style="list-style-type: none"> <li>• Revise foods and opinions</li> <li>• Drinks vocabulary</li> <li>• Quantity + de</li> <li>• Revise using conjunctions to create compound sentences</li> </ul>

		<ul style="list-style-type: none"><li>• Write sentences from memory using familiar language</li></ul>
	Les descriptions physiques	<ul style="list-style-type: none"><li>• Avoir: J'ai, tu as, il a, elle a, on a</li><li>• Revise etre + personality</li><li>• Body parts</li><li>• Facial descriptions</li></ul>
	Les vêtements	<ul style="list-style-type: none"><li>• Revise colours</li><li>• Future tense</li><li>• Clothes vocabulary</li><li>• Listening for key points</li></ul>

## CURRICULUM COVERAGE

## SUBJECT: FRENCH



<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 Autumn	Bonjour!	<p><b>By the end of the unit, pupils can take part in a conversation introducing themselves in French.</b></p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"><li>• Understand that languages do not translate word-for-word</li><li>• Understand that Letter strings are sounded out differently in different languages</li><li>• Be able to say 'Bonjour' and 'Au Revoir' in context</li><li>• Understand 'Comment t'appelles-tu?' and be able to reply</li><li>• Understand 'Ca va?' and be able to reply</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• Listen to an introduction song in French- which words did they know already? Could they make out any new phrases? Did they notice anything about the pronunciation? What do they think it meant? Listen again and join in</li><li>• CT models giving and asking name. What is being asked? Have conversation with different pupils. Partner work.</li><li>• CT models asking and saying how feeling. Go through answers over-acting emotions. Have conversation with different pupils. Partner work.</li></ul>	<ul style="list-style-type: none"><li>• repeat modelled short phrases;</li><li>• recognise a familiar question and respond with a simple rehearsed response;</li><li>• ask and answer a simple and familiar question with a response;</li><li>• make links with English or known language to work out the meaning of new words;</li><li>• use context to predict the meaning of new words;</li><li>• read and show understanding of simple phrases and sentences containing familiar words.</li><li>• show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li><li>• listen and show understanding of short phrases through physical response.</li></ul>

- Alphabet song. Can pupils spell their names in French?
- Classroom instructions- model meaning through actions, what does each phrase mean? Simon says game (Simon dit...)

KEY VOCABULARY: See relevant attachment

ENGLISH LINKS TO WRITE: comparisons to English alphabet, elision

ENGLISH LINKS TO SPOKEN LANGUAGE: elision

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

**Introduction conversation makes the first 5 minutes of every French lesson.**

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 Spring	Quelle est-la date?	<p><b>Pupils can say the date, their age and their birthday in French including the number, day and month.</b></p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>• numbers 1-31</li> <li>• days and months</li> <li>• understand the question 'Quel age as-tu?' and reply</li> <li>• Understand 'C'est quand ton anniversaire?' and reply</li> <li>• 'J'ai' is 'je' and 'ai' combined and means 'I have'</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>• numbers 1-10 through song. Through questioning, direct children's learning- can they hear the numbers? Write the found</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat modelled words</li> <li>• Use familiar vocabulary to say a short sentence using a language scaffold</li> <li>• Identify individual sounds in words and pronounce accurately when modelled</li> <li>• Start to recognise sound of some letter strings in familiar words and pronounce when modelled</li> <li>• Adapt intonation to ask questions</li> </ul>

- numbers out- do they notice anything about the pronunciation compared to the spelling? Listen again and join in.
- Watch video clip explaining how to play La Marelle (hopscotch) in French
  - CT gives age in French j'ai x ans- direct children's learning through questioning. What I am saying? (Qu'est-ce que c'est en anglais?) Highlight that in French it is 'I have x years'. Can pupils give their age? Quel age as-tu? What am I asking? Ask and answer the question with a few pupils. Partner work.
  - Write Je ai → J'ai on board. Can they think of any times this happens in English? E.g. do not → don't. What is the ' replacing? Why might French do this?
  - Days of week- write days of week on board- what are they? Can pupils translate? Play games to learn vocabulary
  - Learn months through song.
  - Numbers 1-20 written out on cards. Can they organise them into order in table groups? Chanting to learn numbers
  - Read book C'est mon anniversaire - ask pupils about key vocabulary such as 'anniversaire'
  - Numbers 1-31 give pupils vingt, vingt et un, vingt-deux, vingt-trois... can they guess what 24-31 will be? Mexican wave of numbers 1-31.
  - CT tells pupils 'Mon anniversaire c'est le x x x' and asks C'est quand ton anniversaire?' what am I saying? Model asking and answering question with a few pupils. Partner work.

- Show awareness of accents, elisions and silent letters.

KEY VOCABULARY AND RESOURCES: See attachments.

ENGLISH LINKS TO SPOKEN LANGUAGE: elision, word order, word for word translation

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

1) Introductions conversation makes up first 5 minutes of every lesson.

2) classroom instructions in French.

<u>YR</u> <u>GROUP</u> <u>/ TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 3 Summer	Dans la salle de classe- classroom objects	<p>By the end of this unit, pupils can list items from the classroom in French. They understand that un is for masculine words and une for feminine words. They know the colours and understand that the spelling of colours changes depending on whether the word they are describing are masculine or feminine.</p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"><li>• Un/une</li><li>• Classroom objects</li><li>• Colours</li><li>• Negatives: Je n'ai pas de</li><li>• How to use a bi-lingual dictionary</li></ul> <p>Activities</p> <ul style="list-style-type: none"><li>• Introduce pupils to primary dictionary. What do they think its for? How do they think its used? What order are the words in? what other information does the dictionary give? Have a go at finding 2 or 3 words together.</li><li>• Using the dictionaries, pupils find the French for classroom objects.</li><li>• CT writes two lists of board of classroom objects- feminine (une) words and masculine (un) words. How are they grouped? Do they notice any patterns? (une→ words often but not always end in 'e') Play games to learn vocabulary</li></ul>	<ul style="list-style-type: none"><li>• name objects and actions and may link words with a simple connective</li><li>• use familiar vocabulary to say a short sentence using a language scaffold</li><li>• say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</li><li>• begin to use a bilingual dictionary to find the meaning of individual words in French and English</li><li>• name the gender of nouns, name the indefinite article for both genders</li><li>• use a simple negative form</li></ul>

- CT pretends they don't have their equipment today. Asks for classroom objects from pupils e.g. Donne-moi un stylo, s'il vous plait.
- CT writes j'ai/je n'ai pas de/mais/ et in a grid on board. Explain meanings and practise pronouncing. Can they put together short sentences using the classroom objects and grid? E.g. J'ai un stylo/ Je n'ai pas de gomme/ J'ai un stylo et une gomme/ J'ai un stylo et une gomme mais je n'ai pas de regle.
- Introduce colours via song.
- Have two lists to compare; one of a masculine object with colours e.g. un crayon noir, un crayon bleu etc and another with a feminine object plus colours e.g. une gomme noire, une gomme bleue. Do they spot any thing unusual? Do they notice any patterns? Are there any colours that don't follow this pattern?
- Ask pupils for different objects including the colour e.g. donne-moi un crayon noir
- Colour by number activities

(ne...pas)

- show an awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use
- show an awareness of word classes- nouns, adjectives, verbs and connectives and be aware of similarities in English

KEY VOCABULARY AND RESOURCES: see attachments

ENGLISH LINKS TO SPOKEN LANGUAGE: lack of masculine/feminine, a/an, word order- a pen black.

MATHS LINKS: colour by number, number bonds.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

1) **Introductions conversation makes up first 5 mins of every session.**

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 4 Autumn	Ma famille- my family	<p>Pupils learn the possessive pronouns mon, ma, mes and link this to key vocabulary for family members and pets. Pupils develop their knowledge of sentence structure by revising previous phrases (j'ai, je n'ai pas de, mais, et)</p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>• family members</li> <li>• pets</li> <li>• il y a, Il n'y a pas de</li> <li>• mon, ma, mes</li> <li>• Understand and answer the question 'Qui est dans ta famille?' and 'Tu as un animal?'</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>• Revise content from Yr 3</li> <li>• Use song to learn family members in French</li> <li>• 3 lists on board: mon, ma, mes with family members divided underneath. What patterns can they spot? What do mon, ma and mes all mean?</li> <li>• CT says which people are in their family in French and then asks 'Qui est dans ta famille?' - what is being asked? Ask confident pupils to reply. Partner work asking and answering the question.</li> <li>• Learn phrases 'elle s'appelle' and 'il s'appelle'- what do il and elle mean? Can they give their family members names? Voici ma mere, elle s'appelle x</li> <li>• List of the pets words in French on board- can they work out the meaning? Which words are cognates and semi-cognates?</li> <li>• Use dictionary to look up words can't work out</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• listen and show understanding of single words through physical response</li> <li>• Ask and answer a simple and familiar question with a response</li> <li>• Use familiar vocabulary to say a short sentence</li> <li>• Present simple rehearsed statements about people to a partner</li> <li>• Read and show understanding of familiar single words</li> <li>• Use strategies for memorisation of new words</li> <li>• Use a bilingual dictionary</li> <li>• Use and recognise the first person possessive adjectives mon, ma, mes</li> <li>• Name the first, second and third subject pronouns (je, tu, il, elle)</li> <li>• Children write phrases from memory and adapt these to create new sentences.</li> </ul>

- Games to learn pet vocabulary- say the animal and pupils act out that creature.
- Read book 'Tu as un animal?' - pupils stand up when they hear their allocated pet.
- Watch bbc bitesize Not again Farley- pets and spot the pets vocabulary.
- Ask and answer questions 'Tu as un animal?'
- Pupils start a short piece of writing using a language scaffold introducing themselves, that can be displayed at the end of the year. Practise on whiteboards first.

**OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:**

- 1) Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson)
- 2) numbers- how many sisters, family members etc
- 3) un/une masculine/feminine
- 4) using a dictionary

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 4 Spring	Les Matieres - school subjects	<p>This term, pupils learn how to express their opinions and link this to school subjects. Pupils learn about the definite articles le/la/les.</p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>• school subjects</li> <li>• Le/le/les</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• express simple opinions such as likes, dislikes and preferences.</li> <li>• say simple familiar word/phrase/phrases to describe things</li> <li>• Use context to predict the meaning of new words.</li> </ul>

- Opinions: J'adore, j'aime, Je n'aime pas and Je deteste, ca m'est egal
- Parce que
- C'est + adjectives

#### Activities

- write school subjects on board- which can pupils translate? Look up the rest in dictionary. Notice which are le, la or les.
- Play games to learn vocabulary.
- Introduce opinions- act out their meaning and ask pupils to imitate you. Match opinions to subjects. Ask pupils 'Tu aimes les maths?' etc Can they answer?
- Watch 'a primary school in Marseille' on bbc bitesize- What do they notice about French school that is the same or different?- explain that they will not understand everything.
- Watch above clip again pulling out language that they do understand- what are their names? How old are they? What is their favourite subject? Can they work out the meaning of any new words from the context?
- Creative a mindmap of positive and negative adjectives in English to describe subjects. Look them up in dictionary.
- Play games to learn above adjectives
- Write all opinions, all subjects, et, mais, parce que, c'est, all adjectives they looked up on whiteboard. Explain that 'parce que' means because. Ask pupils to put together sentences e.g. I like French, I like French but I don't like geography. I like French because it's interesting but I don't like geography because it's hard etc.
- Pupils add a sentence to their best writing about which subjects they like. Practice on whiteboards first.

- Identify individual sounds in words and pronounce accurately when modelled.
- Write familiar words/phrases from memory with understandable accuracy
- Write a word/phrase/sentence that may contain an adjective using a language scaffold

KEY VOCABULARY: see attachments

ENGLISH LINKS FOR SPOKEN LANGUAGE: connectives to expand sentences

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

- 1) **Introductions conversation makes up first 5 mins of every session.**
- 2) clip 'School in marseille' recaps Je m'appelle' and age
- 3) building sentence structure- connectives - mais and et,
- 4) negatives- ne... pas - je n'aime pas
- 5) dictionary use.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 4 Summer	Ou habites-tu?	<p><b>Pupils learn how to say where they live. Looking at the wider world, they learn the names for European countries and look at which countries speak French across the world.</b></p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"><li>• Pupils understand and can answer the questions- Ou habites-tu?</li><li>• Countries</li><li>• Know which countries speak French in Europe</li><li>• Know where French is spoken across the world</li><li>• Le/la/l'</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>• Write 3 columns of 10 countries on board- le/la/l' - why are they in these columns? What topic do pupils think they are? Can they translate any? Look up any unknown countries in dictionary.</li><li>• Find countries on a map of Europe</li><li>• Can pupils remember any of countries? Can they work out how they are pronounced? Games to learn vocabulary</li></ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"><li>• name nouns and present a simple rehearsed statement to a partner</li><li>• Read and show understanding of simple phrases and sentences</li><li>• Use a bi-lingual dictionary</li><li>• Ask and answer a familiar question</li><li>• Show understanding of accents, elisions and begin to pronounce words accordingly</li></ul>

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|  |  | <ul style="list-style-type: none"><li>• CT models J'habite a Newcastle en Angleterre. What does Ou habites-tu? Mean? Pick pupils to model answering question. Pair work asking and answering question. Presentations in pairs.</li><li>• Show pupils a picture from Senegal. Where do they think they are? Why? Explain that Senegal is a French speaking country. Do they know any other countries where French is spoken? Show La Francophonie map. Any surprises?</li><li>• Add answer to Ou habites-tu? To written piece.</li></ul> |  |
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KEY VOCABULARY: see attachments

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR

GROUPS:

- 1) Introduction conversation makes up first 5 mins of every session.**
- 2) Letter strings and pronunciation
- 3) Masculine/feminine - le/la/l'

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Autumn	Ma maison ideale	<p>Pupils learn the rooms of the house and design their dream home complete with labels.</p> <p>5 essentials:</p> <ul style="list-style-type: none"> <li>• Il y a/ il n'y a pas de</li> <li>• Rooms</li> <li>• Letter strings</li> <li>• Understand the main points from short written material</li> <li>• Present ideas orally in simple sentences.</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>• Revise conversation: Comment t'appelles-tu? Quel age as-tu? Ca va? Qui es dans ta famille? Tu as un animal? C'est quand ton anniversaire? Quelle est la date aujourd'hui?</li> <li>• Revise 'Ou habites-tu?' Yr 4 content.</li> <li>• List the rooms of the house in French on the board- are there any cognates? Can they work out the meanings? Use a dictionary to look up any unknown words. Revise meaning of le/la and un/une</li> <li>• Introduce phrase 'il y a' and 'il n'y a pas de' . Point out that un/une not needed with 'il n'y a pas de'. Play games to learn rooms e.g. memory game 'Dans ma maison il y a...' and each person remembers all the previous rooms mentioned and adds a new one on.</li> <li>• Read 'home life' together- what is similar/different in French homes?</li> <li>• Read My home is my castle in French. Pupils note down any room names they understand</li> <li>• Revise colours. Make a list of adjectives to describe the rooms- e.g. big, small etc. revise adjectival agreement.</li> <li>• CT draws a cross-section of their dream house, labels it and talks pupils through it in French. Are there any words pupils would like to know e.g. swimming pool? Balcony? Make a list and look up in dictionaries together.</li> <li>• Pupils design their dream home, or just draw their own. Label. More able pupils could write sentences to go with the design, maybe using an example as a scaffold.</li> <li>• Pupils present their design in French to a partner.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• engage in a short conversation using a range of simple, familiar questions</li> <li>• Converse briefly without prompts</li> <li>• Start to predicted the pronunciation of unfamiliar words in a sentence using their knowledge of letter strings.</li> <li>• Present a range of ideas and information to a partner or group of people.</li> <li>• Manipulate familiar language to describe people, places and things maybe using a dictionary.</li> <li>• use a range of strategies to determine the meaning of new words (links with known language, cognates, context)</li> <li>• listen and understand the main points from spoken material</li> <li>• Write a simple sentence from memory using familiar language.</li> </ul>

KEY VOCABULARY: see attachments

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

- 1) Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson)
- 2) revision during first 2 weeks of previous year's learning
- 3) revision of 'Ou habites-tu?' saying where live
- 4) letter strings
- 5) how to use a dictionary
- 6) adjective changing spelling to match gender of noun.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Spring	Ma famille	<p>Pupils learn to describe people in their families.</p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>- Etre: je suis, tu es, il est, elle est</li> <li>- Negatives: je ne suis pas etc.</li> <li>- adjectives to describe personality</li> <li>- opinions</li> <li>- building longer sentences</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>- Revise year 4 content: mon, ma, mes, j'ai, je n'ai pas de, j'aime, j'adore, je n'aime pas and parce que.</li> <li>- Introduce the verb 'etre': Je suis, tu es, il/elle est, list 5 adjective cognates on board in two lists masculine and feminine</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Say several sentences containing adjectives to describe people</li> <li>• Use a bi-lingual dictionary</li> <li>• Vary language and produce extended responses</li> <li>• Ask and answer more complex questions with a scaffold of responses</li> <li>• Express a wider range of opinions and begin to use simple justification</li> <li>• Use a wider range of descriptive language</li> </ul>

e.g. amusant/amusante. What do they mean? Why two different spellings? Can they put together sentences?: She is kind? He is funny? I am intelligent?

- Introduce a wider range of adjectives to describe personality e.g. use dictionary to look up adjectives listed by pupils and play games to memorise
- Can pupils make je suis, tu es, il est and elle est into negatives? Give one and see if pupils can do the others. Can they put together sentences e.g. I am not lazy, she is not intelligent etc?
- Have je suis, tu es, il est, elle est, je ne suis pas, tu n'est pas, il n'est pas, elle n'est pas, family members, adjectives for personality, s'appelle, parce que, mais and et on board. Challenge pupils to work out increasingly long sentences e.g. elle est intelligente, J'aime ma soeur parce qu'elle est sympa, ma soeur s'appelle Ruth et elle est intelligente, Ma soeur s'appelle Ruth et elle est intelligente mais elle n'est pas sympa.
- Pupils draw a picture of a family member or a celebrity and write a sentence/sentences underneath to describe them and give opinions
- CT adds 'Qui est dans ta famille?' and 'elle/il est comment?' into conversation.

KEY VOCABULARY: see attachments

ENGLISH LINKS TO WRITE: connectives to build sentences increasingly long sentences

ART LINKS: portraits

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths?

(Choose 3 each)

2)family members

3)mon/ma/mes

4)opinions

- 5)connectives: et, mais, parce que
- 6) elle/il s'appelle
- 7) adjectival agreement.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 Summer	L'alimentation	<p>During this term, pupils learn the names of different foods and how to order food.</p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>- Revise opinions</li> <li>- Food vocabulary</li> <li>- C'est + adjective</li> <li>- Building sentences using conjunctions</li> <li>- Presenting ideas to an audience</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Listen to fruit song- pupils note down the French. Learn fruit words.</li> <li>- Play games to learn food and drinks vocabulary- revise le/la/les/l'</li> <li>- Activity carousel: give pupils a list of vocabulary to find whilst watching and reading the following at different stations: Qu'est-ce qu'on mange ce soir?, miam miam allons-manger, <a href="https://www.bbc.co.uk/bitesize/clips/z82kjxs">https://www.bbc.co.uk/bitesize/clips/z82kjxs</a> and linguascope</li> <li>- Revise opinions and practice saying what foods like. CT asks 'Tu aimes les carottes?' 'Tu aimes les hamburgers?' etc.</li> <li>- Look at menus from French restaurants</li> <li>- Pupils write their own menu</li> </ul>		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• listen and understand the main points from short, spoken French</li> <li>- Predict the pronunciation of new words</li> <li>- Present a range of ideas to a partner</li> </ul>

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|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>- CT models ordering food, Pupils pair up and act out being waiter/customer in a café using 'Je voudrais' and menus made last week.</li><li>- Adjectives to describe food 'c'est + adjective'</li><li>- Practise building up sentences: opinions, food, et, mais, parce que- can pupils create increasingly complex sentences?</li></ul> |  |
|--|--|--|--|

KEY VOCABULARY: see attachment

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

1)Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson)

2)opinions

3) le/la/les/l'

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u>	<u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 autumn	L'alimentation	<p><b>Pupils consolidate food vocabulary learnt in Year 5 and learn the vocabulary for drinks.</b></p> <p><b>5 essentials</b></p> <ul style="list-style-type: none"> <li>- Revise foods and opinions</li> <li>- Drinks vocabulary</li> <li>- Quantity + de</li> <li>- Using conjunctions to create compound sentences</li> <li>- Write sentences from memory using familiar language</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>-revise 'Je voudrais' + food vocabulary learnt in Year 4 (see year 4 vocabulary list) + opinions- what do they remember?</li> <li>- watch <a href="https://www.bbc.co.uk/bitesize/clips/z82kjxs">https://www.bbc.co.uk/bitesize/clips/z82kjxs</a> , pupils note down key vocabulary e.g. ice cream- une glace</li> <li>- introduce drinks vocabulary - write list on board in French- can pupils work out meaning? Any cognates? How do they think words are pronounced? What is the un/une for? Play games to memorise.</li> <li>- introduce vocabulary for containers- what do drinks come in in English? Make a list and use dictionary to look up French</li> <li>-role play ordering drinks</li> <li>- building sentences- write out all opinions, containers, food and drinks vocabulary, et, mais, je voudrais etc- verbally build increasingly challenging sentences e.g. I would like a lemonade</li> <li>- linguascope comic strip maker- pupils build their own café ordering scene</li> <li>-pupils act their scenes and present to class</li> </ul>		<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• pupils can write several sentences from memory with familiar language with understandable accuracy</li> <li>- Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy</li> <li>- predict pronunciation of unfamiliar words in a sentence using their knowledge of letter strings</li> <li>-present a range of ideas and information to a partner or a small group of people</li> <li>- pupils name and use a range of conjunctions to create compound sentences.</li> </ul>

KEY VOCABULARY: see attachments

ENGLISH LINKS OPPORTUNITIES TO WRITE:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

• Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson)

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 Spring	<b>Les descriptions physiques</b>	<p>Building on previous years' work, pupils learn to physically describe friends and family members. Th</p> <p><b>5 essentials</b> Avoir Revise etre + personality Body parts Facial descriptions</p> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>- Introduce vocabulary for body parts- picture of labelled body parts. In pairs can pupils make a list of masculine and feminine words? How do they think the words are pronounced based on letter strings they know? Go through pronunciation on linguascope- did any surprise them?</li><li>- Play games to learn body parts in French</li></ul>	<p>Key Skills:</p> <ul style="list-style-type: none"><li>• demonstrate use of first, second and third person singular pronouns with some regular and high frequency verbs</li><li>- Use a bilingual dictionary to identify word class</li><li>- Read and show understanding of simple sentences containing some familiar language</li><li>- Present information to a group of people</li><li>- Listen and show understanding of simple sentences containing familiar words</li><li>- Predict pronunciation of unfamiliar words</li></ul>

- Watch <https://www.bbc.co.uk/teach/class-clips-video/french-ks2-masculine-and-feminine-body-parts/zn84d6f> and write down all body parts hear
- Introduce avoir. How say 'I have'? Play conjugation station on linguascope. Focus on j'ai/ tu as/il a/elle a.
- Dictionary race- divide class into 2 teams. Ask pupils to look up the following in bilingual dictionaries: hair, eyes, eye brows, nose, mouth, chin, forehead, teeth, lips. First to find each word wins. What is the word type? Drill pronunciation.
- Play 'Simon dit' to learn facial parts. E.g. Simon dit touche le nez.
- Have subtitles of les cheveux/ les yeux on board. What adjectives could we use to describe facial features? Make list together in English on board e.g. colours, big, little, blonde etc. Do pupils know any of these words in French? Look up ones don't know in dictionaries.
- Plays games to learn descriptions of facial features - what notice about word order and spellings of adjectives?
- Revise family members and how to same their name.
- With pupils' help, remember and write up: voici/ j'ai/tu as/il a/elle a/les cheveux/les yeux/ hair colours/eye colours/family members/il s'appelle/elle s'appelle. Challenge pupils to create increasingly complex sentences e.g I have blonde hair/I have blond hair and green eyes/This is my sister, she is called x and she has blond hair and green eyes.
- Design a face on facebuilder linguascope and print off. Write a description to go with it. Learn description and present to partner.
- Carousel lesson: 1) <https://www.bbc.co.uk/teach/school-radio/french-ks2-radio-labo-3-les-parties-du-corp/zj2k382> - super aliens 2) <https://www.bbc.co.uk/teach/school-radio/french-ks2-radio-labo-3-les-parties-du-corp/zj2k382> - quiz 3) Read 'Depeche-toi Molly' in pairs. 4) Read Je suis tros gros 5) dictionary work 5) linguascope games.

-manipulate familiar language to describe people, maybe using a dictionary.

KEY VOCABULARY: see attachments

COMPUTING: Building character on linguascope

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

• Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson) family members, il s'appelle, elle s'appelle

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE / KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 Summer	Les vetements	<p>This term, pupils learn to describe the clothes they wear and wrap up the year by putting on their own fashion show.</p> <p><b>5 Essentials</b></p> <ul style="list-style-type: none"><li>• Revise colours</li><li>• Future tense</li><li>• Clothes vocabulary</li><li>• Listening for key points</li><li>•</li></ul> <p>Activities</p> <ul style="list-style-type: none"><li>• Pupils revise colours- what can they remember? Play games to consolidate</li><li>• Listen and watch <a href="https://www.bbc.co.uk/teach/class-clips-video/a-french-song-about-clothes-and-colours/zkhxpg8">https://www.bbc.co.uk/teach/class-clips-video/a-french-song-about-clothes-and-colours/zkhxpg8</a>. Pupils write down as many words for clothes in French as they can.</li></ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"><li>• Explain the agreement of adjectives with increasing accuracy</li><li>• Recognise and use the immediate future tense of familiar verbs</li><li>• Manipulate familiar language to present ideas and information in simple sentences</li><li>• Read and show understanding of simple sentences containing familiar and unfamiliar language</li><li>• Replace vocabulary in sentences written from memory to create new sentences</li></ul>

- Which words for clothes can pupils remember? What other clothes would they like to know word for? Use online dictionary to look up
- Play games to learn vocabulary e.g. <https://www.bbc.co.uk/teach/school-radio/french-ks2-radio-labo-8-les-vetements/zmbn2sg> jeu de memoire
- Practise putting clothes and colours together- why does the spelling change?
- Future tense: explain that the future tense in French is 'Je vais' (I'm going to) + infinitive of a verb e.g Je vais avoir- I'm going to have, Je vais etre- I'm going to be. 'porter' means to wear- so what would 'I'm going to wear' be? Practice phrase with different clothes vocabulary.
- Teacher has box of clothes. In French tells pupils 'Ce soir, je vais porter + clothes item' Pupil has to dress in item.
- <https://www.bbc.co.uk/teach/class-clips-video/a-french-song-about-clothes-and-colours/zkhxpg8>.
- Play lingleague on linguascope- les vetements.
- Pupils work in groups to put on a fashion show. Each pupil wears a chosen outfit. One pupil describes what their group members are wearing.
- Using old magazines, pupils create a collage outfit. They write sentences about what they will wear to an end of year party. Je vais porter un jean bleu, une chemise blanche et des baskets.
- Carousel lesson: 1) le geant enorme & l'hiver - pupils write down 5 words they don't and do understand. Use dictionary. 2) <https://www.bbc.co.uk/teach/class-clips-video/a-french-song-about-clothes-and-colours/zkhxpg8>. Listen and write down any clothes vocabulary they hear. 3) Linguascope games 4) play faisons la valise 5) lingleague

- Manipulate familiar language to describe things.

KEY VOCABULARY: see attachments

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS)

-Conversation first 5 mins of EVERY lesson: Comment t'appelles-tu?, Ca va? Quel age as-tu? As-tu des freres ou des soeurs? Il/Elle est comment? As-tu un animal? Ou habites-tu? Descris ta maison, Qu'est-ce que tu aimes manger? Tu aimes les maths? (Choose 3 each lesson)

-Colours

-adjectival agreement

- sentence building and listening for key meaning

