



Primary Languages Curriculum

Year 6

Progression through the National Curriculum in Primary Languages

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audience
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Key Stage 2		Year 6 – Autumn 1
School	<p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audience • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
Prior Learning		Future learning
<p>Phonics</p> <ul style="list-style-type: none"> • QU sound (Olympics – Year 5) • Ç sound (Olympics – Year 5) • AN sound (Olympics – Year 5) • EN sound (Olympics – Year 5) • Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Clothes, Olympics) • Elision – (Year 3 – I Am Learning French and Vegetables, Year 4 – I am presenting, In the Classroom and The Weather, Year 5 - Do you have a pet?) <p>Grammar (Year 5)</p> <ul style="list-style-type: none"> • Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. 		<p>Phonics</p> <ul style="list-style-type: none"> • QU sound (Year 6 - Healthy Lifestyles) • AN sound (Year 6 –Healthy Lifestyles and Planets) • EN sound (Year 6 - Healthy Lifestyle and Planets) • Silent letters (Year 6 - Me in my world, Planets)
Phonics		
<ul style="list-style-type: none"> • QU sound in informatique & musique • Ç sound in français • AN sound in anglais, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often 		

silent at the end of words in French.

- Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Grammar

- Nouns, gender, definite articles & high frequency irregular verb aller.
- Revision of definite article le, la, l' and les. Full verb conjugation of the verb ALLER, high frequency irregular verb. Learning how to also use opinions and justifications.

Vocabulary



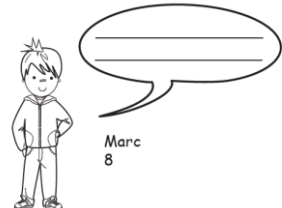
- Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question 'Est-ce que tu aimes...?' and a variety of justifications to expand the opinion given in reply.

By the end of this unit, pupils will learn how to:

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'aller' (to go) in full.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4: Speaking</p> <p>1. Can you say the following phrases in French?</p> <p>Chez moi il y a une chambre. Chez moi il y a un garage. Chez moi il y a une salle de bains.</p> <p>Listening</p> <p>2. Where does Patrick live?</p> <p>Je m'appelle Patrick. J'ai neuf ans. J'habite à Manchester. Je suis anglais.</p> <p>Reading</p> <p>3. Read the words below and fill out the correct sound.</p> <p>an e en ne qu</p> <p>compo _ _ _ d _ _ ts _ _ etre fran _ ais bl _ _ c</p>	<p>Flashback 4: Speaking</p> <p>1. Can you say the following phrases in French?</p> <p>J'ai un oiseau qui s'appelle Bibi. Je n'ai pas de hamster.</p> <p>Listening</p> <p>2. What pet does Patrick not have?</p> <p>Je m'appelle Patrick. J'ai huit ans. J'ai un lapin qui s'appelle Pierre. Je n'ai pas de souris.</p> <p>Reading</p> <p>3. Read the words below and fill out the correct sound.</p> <p>é è e eau eux</p> <p>y _ _ _ apport _ _ ment r _ _ gle caf _ _ bur _ _ _</p>	<p>Flashback 4: Speaking</p> <p>1. Can you say the following phrases in French?</p> <p>Le singe araignée, Le chameau, Le requin, Le lapin, L'ours blanc</p> <p>Listening</p> <p>2. Listen to these words and write down which of these sounds you can hear (l, in, ille, ique) – famille, musique, cinq, six.</p> <p>Reading:</p> <p>3. What pet does Marie have?</p> <p>Je m'appelle Marie. J'ai neuf ans. J'ai une tortue qui s'appelle Martine.</p>	<p>Flashback 4: Speaking</p> <p>1. Can you say the following phrases in French?</p> <p>Je m'appelle J'ai ans. J'habite à Je suis anglais.</p> <p>Listening</p> <p>2. Listen to these words and write down which of these sounds you can hear (ch, oi, ou, on) – mouton, cochon, oiseau, cheval.</p> <p>Reading:</p> <p>3. What does this sentence about the date translate to in</p>	End of unit assessment – School

	<p>Writing</p> <p>4. Can you write the following sentence in French?</p> <p>Today it is Friday the 10th of November.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Writing</p> <p>4. Fill out the gaps in these sentences.</p>  <p>_____ habite dans le désert. _____ habite dans l'océan. _____ habite dans l'Arctique. _____ habite dans la prairie. _____ habite dans la forêt tropicale.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Je n'ai pas de hamster.</p> <p>Writing:</p> <p>4. Can you write some labels to describe this house.</p>  <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>English?</p> <p>Aujourd'hui c'est mardi-vingt-et-un-Juin</p> <p>Writing</p> <p>4. Write a label to describe the character underneath.</p>  <p>Marc 8</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>
Learning Intention	To know nouns and determiners for 10 classroom objects in French.	To create a short phrase in French about a subject using I like and I do not like	To know to answer the question 'Quelle heure est-il?' (What time is it?) on the hour in French.	To say at what time I study a particular subject at school.	To use all of my new knowledge to present my school preferences to the class in spoken and written form.
Key Vocabulary	<p>Les matières (School subjects)</p> <p>L'informatique(ICT)</p> <p>L'histoire(history)</p> <p>L'anglais (English)</p> <p>Le dessin (art)</p> <p>Le français (French)</p> <p>Le sport (P.E)</p> <p>Lagéographie (geography)</p> <p>La musique (music)</p> <p>Les maths (maths)</p> <p>Les sciences (science)</p> <p>J'étudie (I study)</p>	<p>Est-ce que tu aimes...? (Do you like...?)</p> <p>Oui, j'aime... (Yes, I like...)</p> <p>Oui, j'adore... (Yes, I love...)</p> <p>Non, je n'aime pas... (No, I do not like...)</p> <p>Non, je déteste... (No, I hate...)</p> <p>Amusant (Fun) Utile (Useful) Intéressant (Interesting) Facile (Easy)</p> <p>Ennuyeux (Boring) Difficile (Difficult) Inutile (Pointless)</p> <p>Parce que c'est (Because it is) Car c'est (Because it is) Et (and)</p>	<p>Quelle heure est-il? (what time is it?)</p> <p>Il est une heure = it is one o'clock</p> <p>Deux trois quatre cinq six sept huit neuf dix</p> <p>Il est minuit = it is midnight</p> <p>Il est midi = it is midday</p>	<p>Je m'appelle</p> <p>Est-ce que tu aimes l'histor?</p> <p>J'étudie</p> <p>j'aime</p> <p>Je n'aime pas</p> <p>Je déteste</p> <p>J'adore</p> <p>tous les jours</p>	<p>As lesson 4</p> <p>Le luni</p> <p>Le mardi</p> <p>Le mecredi</p> <p>Le jeudi</p> <p>Le vendredi</p> <p>Le Samedi</p> <p>Le Dimanche</p> <p>Ma matière preferee c'est...</p>

Possible evidence	Writing: Children to group the subjects under the headings l' le la les Children to write the name of the subject and draw an illustration to go with it.	Reading Task: Activity (reading medium – do together. Go through the ten statements and decide which are true/false) Writing Task: Translate Jasmina's email into French (this is under writing-hard). Give word banks as and when appropriate.	Writing Task: Write the time under the clock face.	Listening Task: Complete table : Nom Matiere Heure Opinion	Writing Task: Children to use an oral scaffold to write an email to a friend telling them which subjects they like/dislike and when they are studied.
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Key Stage 2		Year 6 – Autumn 2
The Weekend	National Curriculum objectives: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audience broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
Prior Learning		Future Learning
Phonics <ul style="list-style-type: none"> QU sound (Olympics – Year 5, School – Year 6) Ç sound (Olympics – Year 5, School – Year 6) AN sound (Olympics – Year 5, School – Year 6) EN sound (Olympics – Year 5, School – Year 6) Grammar (Year 5) <ul style="list-style-type: none"> Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in 		Phonics <ul style="list-style-type: none"> QU sound (Year 6 - The Weekend and Healthy Lifestyles) Ç sound (Year 6 – The Weekend) AN sound (Year 6 – The Weekend, Healthy Lifestyles and Planets) EN sound (Year 6 - The Weekend, Healthy Lifestyle and Planets)

terms of colour **EG:** 'My blue coat'.

Phonics

- QU sound in quelle, informatique & musique
- AN sound in bandes, amusant, intéressant & fatigant
- EN sound in prends & finalement
- Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.
- Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Grammar

- Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.

Vocabulary

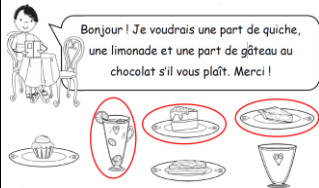
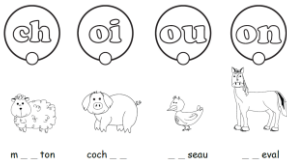
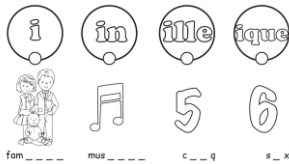

- Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question 'Qu'est-ce que tu fais le week-end ?'

By the end of this unit, pupils will learn how to:

- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	Flashback 4 Speaking <ol style="list-style-type: none"> Can you say these phrases in French? <i>J'adore le français !</i> <i>Je n'aime pas les maths !</i> <i>J'étudie les maths le lundi à dix heures.</i> Listening <ol style="list-style-type: none"> Which animals am I pretending to be? Je suis un cochon. Je suis un canard Reading <ol style="list-style-type: none"> Circle the food and drink items that 	Flashback 4 Speaking <ol style="list-style-type: none"> Can you say these phrases in French? Je joue du piano. Je joue de la flute à bec. Listening <ol style="list-style-type: none"> What do I have? J'ai un taille-crayon et J'ai un crayon Reading <ol style="list-style-type: none"> What day does Marc study Geography? Je m'appelle Marc. Le mardi 	Flashback 4 Speaking <ol style="list-style-type: none"> Can you say these phrases in French? Il fait beau. Il neige. Aujourd'hui il fait froid. Aujourd'hui il fait chaud. Listening <ol style="list-style-type: none"> Listen to the numbers that are shouted out and write them on your board. (4, 8, 12, 18, 20) Reading	Flashback 4 Speaking <ol style="list-style-type: none"> Can you say these phrases in French? Dans ma trousse j'ai un stylo Dans ma trousse je n'ai pas de stylo Listening <ol style="list-style-type: none"> What was the weather like on Friday? Vendredi il y a du soleil. Reading <ol style="list-style-type: none"> What subject does Clarrise enjoy? Je m'appelle Clarisse et 	End of unit assessment – The weekend

	<p>Adamou mentions out of the options below.</p>  <p>Writing</p> <p>4. Fill in the gaps using the phonics sounds.</p>  <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>j'étudie la géographie à dix heures.</p> <p>Writing</p> <p>4. Can you write the following phrases in French?</p> <p>It is bad weather. It is sunny.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>3. Fill in the gaps using the phonics sounds.</p>  <p>Writing</p> <p>4. Can you write the following phrases in French?</p> <p>In my rucksack I have a book.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>j'adore le français.</p> <p>Writing</p> <p>4. Help each animal introduce themselves.</p>  <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	
Learning Intention	To tell the time around the clock in French.	To say 10 activities in French that I may do at the weekend.	To consolidate my learning and focus on the spellings in French for the 10 activities.	To say and write the times of the activities that you do at the weekend.	To use all of my new knowledge from the unit to present to the class in spoken and/or written form.
Key Vocabulary	<p>Et quart Et demie Moins le quart il est heures</p>	<p>Qu'est-ce que tu fais Le weekend? je me lève je prends mon petit déjeuner je vais au cinéma je lis des bandes dessinées je joue au foot je joue à l'ordinateur je vais à la piscine je regarde la télé j'écoute de la musique je me couche</p>	<p>Qu'est-ce que tu fais Le weekend? je me lève je prends mon petit déjeuner je vais au cinéma je lis des bandes dessinées je joue au foot je joue à l'ordinateur je vais à la piscine je regarde la télé j'écoute de la musique je me couche</p>	<p>Qu'est-ce que tu fais Le weekend? ève prends vais lis joue regarde écoute couche Après Et Plus tard</p>	<p>Qu'est-ce que tu fais Le weekend? C'est génial! C'est super! C'est amusant! C'est fatigant! C'est barbant! C'est nul! J'adore ça! Je déteste ça!</p>

		vrai faux	vrai faux	Aussi Finalement	
Possible evidence	Writing: Write the times next to the clock faces.	Speaking and listening: Ch to say Vrai or Faux to different sentences.. Show the picture and read the sentence. Is it true or false? Extension – Write the name of the activity next to the picture.	Reading: Matching picture and corresponding sentence	Writing: To write when you do activities at the weekend. LA – To use time phrases only. HA to use the actual time and time phrases.	Speaking: Use oral scaffold to say opinions about each subject. 1. Introduce yourself 2. Say what you do 3.Say when you do it 4. Add your opinion Writing: Put the above in writing for three subjects.

Key Stage 2		Year 6 – Spring 1
Healthy Lifestyles	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audience broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
Prior Learning		Future learning
Phonics <ul style="list-style-type: none"> QU sound (Olympics – Year 5, School and The Weekend – Year 6) Ç sound (Olympics – Year 5, School and The Weekend – Year 6) AN sound (Olympics – Year 5, School and The Weekend - Year 6) EN sound (Olympics – Year 5, School and The Weekend Year 6) Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, 		Phonics <ul style="list-style-type: none"> QU sound (Year 6 - Healthy Lifestyles) AN sound (Year 6 –Healthy Lifestyles and Planets) EN sound (Year 6 - Healthy Lifestyle and Planets) Silent letters (Year 6 - Me in my world, Planets)

<p>Year 5 – My home, Do you have a pet?, The Date, Habitats, Clothes, Olympics, Year 6 – School)</p> <p>Grammar (Year 5)</p> <ul style="list-style-type: none"> Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.can – Year 3) <p>Vocabulary</p> <ul style="list-style-type: none"> Personal details (I am presenting – Year 4) Food names (At the tea room – Year 4) Telling the time (School and The Weekend – Year 6) High frequency verbs – Joue (Instruments – Year 3) 	
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Phonics

<ul style="list-style-type: none"> QU sound in electroniques EN sound in entier AN sound in manger, sante, viande & melangez Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.
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Grammar

<ul style="list-style-type: none"> First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). Exploring verbs in the imperative form to give instructions.

Vocabulary

<ul style="list-style-type: none"> Twenty foods and beverages that are considered good/bad for your health.
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By the end of this unit, pupils will learn how to:

<ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p>Je voudrais un chocolat chaud s'il vous plaît.</p> <p>Je voudrais un croissant et</p>	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p>Je porte une chemise.</p> <p>Je porte une chemise bleue.</p>	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p><i>Quelle heure est-il ?</i></p> <p><i>Il est une heure et demie.</i></p> <p><i>Je regarde la télé.</i></p>	<p>Flashback 4 Speaking</p> <p>1. Can you say these phrases in French?</p> <p><i>J'adore le dessin!</i></p> <p><i>Je n'aime pas les sciences!</i></p>	End of unit assessment – Healthy lifestyle

	<p>un café s'il vous plaît. Merci. Au revoir.</p> <p>Listening</p> <p>2. What time do I go swimming?</p> <p>Bonjour ! Je joue au foot le lundi. Je vais à la piscine le vendredi à trois heures et demie.</p> <p>Reading</p> <p>3. What haven't I got?</p> <p>Je n'ai pas de règle. Je n'ai pas de gomme</p> <p>Writing</p> <p>4. Can you write the following phrase in French?</p> <p>I am wearing red trousers. Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Listening</p> <p>2. Which subject do I not like?</p> <p>J'aime la géographie.</p> <p>Reading</p> <p>3. What would I like to order?</p> <p>Je voudrais une salade et un thé s'il vous plaît. Merci.</p> <p>Writing</p> <p>4. Can you write the following phrase in French?</p> <p>I play computer games at 5.30.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p><i>Je vais au cinéma.</i></p> <p>Listening</p> <p>2. What am I wearing?</p> <p>Je porte une veste noire</p> <p>Reading</p> <p>3. What have I got in my rucksack?</p> <p>Dans mon sac à dos j'ai un livre. Dans mon sac à dos j'ai de trousse.</p> <p>Writing</p> <p>4. Can you write the following phrases in French?</p> <p>I like music. I don't like PE. Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Listening</p> <p>2. What day do I go to the cinema?</p> <p>Je vais au cinéma le samedi à quatre heures.</p> <p>Reading</p> <p>3. What time do I study French?</p> <p>J'étudie le français le mardi à onze heures.</p> <p>Writing</p> <p>4. Can you write the following phrase in French?</p> <p>I would like a cheese sandwich please.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'
Learning Intention	To say 10 new nouns and determiners for healthy foods/drinks.	To say 10 more nouns and determiners for unhealthy foods/drinks.	To consolidate all the new language and focus on the partitive article (some) in French as seen in this unit.	To say some key phrases for healthy and unhealthy habits.	To follow a healthy recipe in French and create my own using my new knowledge
Key Vocabulary	<p>Manger (to eat) Bouger (to move)</p> <p>De la viande blanche (some white meat)</p> <p>Du poisson (some fish)</p> <p>Du fromage egume (some low fat cheese)</p> <p>Du lait écrémé (some skimmed milk)</p> <p>Du pain complet (some wholemeal bread)</p> <p>De l'eau (some water)</p> <p>Des céréales</p>	<p>De la viande rouge (some red meat)</p> <p>Du lait entiere(some full fat milk)</p> <p>Du pain blanc (some white bread)</p> <p>Du chocolat (some chocolate)</p> <p>Du beurre (some butter)</p> <p>Des bonbons (some sweets)</p> <p>Des frites (some chips)</p> <p>Des chips (some crisps)</p> <p>Des boissons sucrées (some fizzy drinks)</p>	<p>Manger</p> <p>Je mange</p> <p>Je ne mange pas</p> <p>de la or du, des or de l'</p>	<p>Je joue au foot (I play football)</p> <p>Je fais des promenades (I go for walks)</p> <p>Je fais de la natation (I go swimming)</p> <p>Je fais du cyclisme (I go cycling)</p> <p>Je fais du judo (I do judo)</p> <p>Je fais du tennis (I play</p>	<p>Épluchez (peel)</p> <p>Coupez (cut)</p> <p>Ajoutez (add)</p> <p>Mélangez (mix)</p> <p>Râpez (grate)</p> <p>Faites cuire (cook)</p>

	(some cereal) Des egumes (some vegetables) Des fruits (some fruit) Des noisettes (some nuts)	Des biscuits (some biscuits) Je mange... (I eat...) Je bois... (I drink...)		tennis) Je ne regarde pas la television (I do not watch television) Je ne joue pas aux jeux électroniques (I do not play video games)	
Possible evidence	Writing: Write the name of the foods under the pictures.	Writing: Write the name of the foods under the pictures.	Writing: See pictures with tick and cross next to them. Ch to write correct sentence eg. Je mange/ Je ne mange pas and correct food.	Speaking and listening: Say to a partner what you do to keep in shape. Orally answers the questions below. Qu'est ce que tu manges pour ta santé? Qu'est ce que tu ne manges pas pour ta santé? Qu'est ce que tu bois pour ta santé? Qu'est ce que tu ne bois pas pour ta santé? Quelles activités fais-tu pour ta santé?	Reading: Read the recipe together. Translate recipe to into French using key vocab.

Key Stage 2		Year 6 – Spring 2
Planets	<u>National Curriculum objectives:</u> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audience • read carefully and show understanding of words, phrases and simple writing • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	

Prior Learning

Phonics

- AN sound (Olympics – Year 5, School, The Weekend and Healthy Lifestyle - Year 6)
- EN sound (Olympics – Year 5, School, The Weekend and Healthy Lifestyle - Year 6)
- Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Clothes, Olympics, Year 6 – School, Healthy lifestyles)

Grammar (Year 5)

- Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'.can – Year 3)
- Guttural R (Year 3 – I am learning French, Fruits, The Date – Year 5)

Grammar

- Adjectival agreement (Year 4 – I am presenting, Year 5 – The Olympics)

Vocabulary

Colours – Year 2

Phonics

- AN sound (Year 6 –Planets)
- EN sound (Year 6 - Planets)
- Silent letters (Year 6 - Me in my world)

Phonics

- EN sound in centre & selement
- AN sound in orange & grand(e)
- Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et or seulement. These two consonants are often silent when seen at the ends of words in French.
- Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front.

Grammar

- Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun.

By the end of this unit, pupils will learn how to:

- Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	Flashback 4 Listening 1. Can you say these phrases in French? Listening	Flashback 4 Listening 1. Can you say these phrases in French? Chez moi il y a une chambre.	Flashback 4 Listening 1. Can you say these phrases in French? Je mange. Je bois.	Flashback 4 Listening 1. Can you say these phrases in French? Les planètes. Neptune.	End of unit assessment – Planets

	<p>2. What do I wear when it is snowing? Quand il neige je porte des gants et un manteau.</p> <p>Reading</p> <p>3. Can you pick out the size and colour of the planet? Mercure est assez petite et près du soleil.</p> <p>Writing</p> <p>4. Can you write these phrases in French? I am 7 years old. I live in Gainsborough in England. I am English.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Chez moi il n'y a pas de jardin.</p> <p>Listening</p> <p>2. What do I have in my rucksack? Dans mon sac à dos j'ai une trousse, un livre, un cahier, des ciseaux, une règle et une calculatrice.</p> <p>Reading</p> <p>3. What pet doesn't Marie have? Je m'appelle Marie. J'ai neuf ans. J'ai une tortue qui s'appelle Martine. Je n'ai pas de hamster.</p> <p>Writing</p> <p>4. Can you write these phrases in French? I like English. I don't like geography.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Je fais des promenades. Je fais du cyclisme.</p> <p>Listening</p> <p>2. What time did I go swimming at the weekend? Le weekend je vais à la piscine à dix heures.</p> <p>Reading</p> <p>3. Can you pick out the size and colour of the planet? Mars est assez près du soleil et est rouge.</p> <p>Writing</p> <p>4. Can you write these phrases in French? In my house I have a garage, a garden and a kitchen.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Le Soleil. Le Soleil est au centre. Neptune est une planète bleue.</p> <p>Listening</p> <p>2. Who is Dodu? Je m'appelle Patrick. J'ai huit ans. J'ai un hamster qui s'appelle Dodu.</p> <p>Reading</p> <p>What am I wearing?</p> <p>3. Je porte un t-shirt vert, une casquette rouge et un short noir.</p> <p>Writing</p> <p>4. Can you write these phrases in French? I have a pet rabbit called Spam. I have a pet dog called Molly.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>
Learning Intention	To improve my range of vocabulary by learning the names of the planets in French.	To expand my knowledge of language by using more complex sentence structures.	To improve my listening and reading skills by listening to and reading more complex language.	To improve knowledge of adjectival agreement.	To apply my increasing knowledge of adjectival agreement.
Key Vocabulary	Les planètes (the planets) La Lune (the moon) Le Soleil (the sun) La Terre (the earth) Mars	au centre (the centre) loin (far) il y a (there is/are) bleu (blue)	centre (center) loin (far) bleu (blue) énorme (enormous)	grand grande une robe blanche - feminine singular	Les couleurs Bleu, vert, noir, gris, rouge, jaune, marron, orange, crème

	(Mars) Mercure(Mercury) Neptune (Neptune) Pluton (Pluto) Saturne (Saturn) Uranus (Uranus) Vénus (Venus) Jupiter (Jupiter)	vert (green) énorme (enormous) petite (small)	près(near) vent (wind) vert (green) petite (small) rouge (red) lune (moon)	un chemisier blanc - masculine singular des robes blanches – feminine plural des chemisiers blancs – masculine plural	Qu'est-ce tu portes le week-end?
Possible evidence	Speaking and listening: Sing the planets song Play Buzz to learn the names of the planets	Writing: Write the name of the planet next to the picture.	Listening: Slide 18 - Vrai au faux Reading: Slide 24 –Vrai au faux	Writing: Complete table for spelling the colours correctly when in different forms (feminine singular/masculine singular/feminine plural/masculine plural)	Article sort to answer the question_Qu'est-ce tu portes le week-end? Ch to tick the correct box. Extension – Ch to have a go at writing the sentences with the correct spellings.

Key Stage 2		Year 6 – Summer
Me in the World	<p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• present ideas and information orally to a range of audience• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally and in writing• 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 patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	
Prior Learning		
<p>Phonics</p> <ul style="list-style-type: none">• AN sound (Olympics – Year 5, School, The Weekend, Healthy Lifestyle and Planets - Year 6)• EN sound (Olympics – Year 5, School, The Weekend, Healthy Lifestyle and Planets - Year 6)• Silent letters (Year 3 – Animals, Instruments, Fruit, Vegetables, I can, Year 4 – I am presenting, Weather, In The Classroom, My Family and Goldilocks and three bears, Year 5 – My home, Do you have a pet?, The Date, Habitats, Clothes, Olympics, Year 6 – School, Healthy Lifestyles, Planets)		

Grammar (Year 5)

- Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'.can – Year 3)

Vocabulary

- Colours (Year 2)
- Days of the week (The Date – Year 5, The Weekend – Year 6)
- Personal details (Presenting myself – Year 4)

Phonics

- QU sound in quel, qu'est-ce que, quelle & plastique
- Ç sound in ça & français
- GNE sound in montagnes
- EN sound in commence, Valentin & environnement
- AN sound in dans, Canada, musulman & France
- Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.
- ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.

Grammar

- Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.

Vocabulary


- A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.

By the end of this unit, pupils will learn how to:

- Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map
- Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.
- Say and write something we do to help the planet.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	Flashback 4 Speaking 1. Can you say these phrases in French? Je ne mange pas de frites Je ne bois pas de boissons Sucrées Listening 2. What activity do I	Flashback 4 Speaking 1. Can you say these phrases in French? <i>J'adore le français !</i> <i>Je n'aime pas les maths !</i> <i>J'étudie les maths le lundi à dix heures.</i> Listening	Flashback 4 Speaking 1. Can you say these phrases in French? Les habitats. Qu'est-ce que c'est un habitat ? La forêt tropicale. Les grands arbres poussent dans la	Flashback 4 Speaking 1. Can you say these phrases in French? Je mange du poisson Je mange de la viande Blanche Listening 2. Which subject do I	End of unit assessment – Me in my world

	<p>do with my brother?</p> <p>Plus tard, je joue au foot avec mon frère.</p> <p>Reading</p> <p>3. Which one is the correct date?</p>  <p>Aujourd'hui c'est mercredi trois août.</p> <p>Aujourd'hui c'est vendredi trois août.</p> <p>Writing</p> <p>4. Write the following phrases in French?</p> <p>I have a brother called Sam.</p> <p>I have a mother called Joanna.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>2. Where does Patrick live?</p> <p>Salut ! Je m'appelle Patrick. J'ai huit ans et j'habite à Paris en France.</p> <p>Reading</p> <p>Which plants grow in the Arctic?</p> <p>3. Le Groenland est un habitat dans l'Arctique. Les plantes résistantes poussent dans l'Arctique.</p> <p>Writing</p> <p>4. Write the numbers 1 to 31 in order.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>forêt tropicale.</p> <p>Listening</p> <p>2. What is the date?</p> <p>Aujourd'hui c'est vendredi six mai.</p> <p>Reading</p> <p>3. Fill out the gaps in these sentences.</p> <p>Il y a du sol__l.</p> <p>Il y a du v__t.</p> <p>Il f__t f__oid.</p> <p>Il f__t ch__d.</p> <p>Writing</p> <p>4. Write two sentences about school including what subjects you like and don't like in French.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	<p>not like?</p> <p>J'aime les maths mais je déteste les sciences !</p> <p>Reading</p> <p>3. What time do I get up?</p> <p>Normalement le week-end je me lève à neuf heures et je prends mon petit déjeuner.</p> <p>Writing</p> <p>4. Write two sentences about what you do at the weekend in French.</p> <p>Flashcard revisit of phonics essential sounds 'CH', 'OU', 'ON', 'OI', I, 'IN', 'IQUE', 'ILLE', 'É', 'E', 'È', 'EAU', 'EUX', 'QU', 'GNE', 'Ç', 'EN' 'AN'</p>	
Learning Intention	<p>To say where I live using the verb 'j'habite' (I live).</p> <p>To know about the Francophone (French Speaking world).</p>	<p>To learn about different celebrations around the world.</p>	<p>To learn about two different religious celebrations (Eid and Christmas) in French.</p>	<p>To compare where two of the fictional characters live (Cecile and Merwan).</p>	<p>To discuss how we are going to be more responsible global citizens by doing more to protect out planet</p>
Key Vocabulary	<p>Quel âge as-tu?</p> <p>Où habites-tu?</p> <p>Je m'appelle</p> <p>J'habite à</p> <p>Je parle</p>	<p>Moi dans le monde</p> <p>Les fêtes</p> <p>Où se trouve</p> <p>Haïti</p> <p>La Fête du Canada</p> <p>Le 14 Juillet</p> <p>Aïd (Sénégal)</p>	<p>le sapin de Noël</p> <p>a bûche de Noël</p> <p>marrons glacés</p> <p>à plus tard!</p> <p>à la prochaine</p> <p>Un Gurburp</p> <p>Le Vesak</p>	<p>il y a</p> <p>il</p> <p>y</p> <p>a</p> <p>Dans ma ville</p>	<p>Qu'est-ce que tu vas faire pour protéger notre planète?</p> <p>Je vais utiliser moins de papier.</p> <p>Je vais utiliser moins de plastique</p>

		La Fête de Saint Valentin La Fête des Rois La Fête Des Rois			Je vais utiliser moins de carton. Je vais utiliser moins d'eau.
Possible evidence	Writing: Use key facts about the four characters to produce a mini paragraph explaining their name, age, where they live and what language they speak.	Reading: Find and underline the key phrases/vocabulary. See slides 15 and 17 under the activities section. Extension – Use the oral prompt card to say which is your favourite festival and why. Can your partner translate your opinion into English?	Writing: Write an email to Edouard stating what you enjoy about Christmas.	Reacting: Read and sort the statements under the headings of Port au-Prince, Haiti and Paris, France.	Writing: Use key pictures (tap, plastic bottle, paper etc) and write a sentence next to each. Eg. Plastic bottle - Je vais utiliser moins de plastique.