

The Craylands School KS2 Long term subject: French

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Skills

- 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 audiences*
 - read carefully and show understanding of words, phrases and simple writing
 - appreciate stories, songs, poems and rhymes in the language
 - 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
- Languages – key stage 2 3

Knowledge

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.

<u>Year 3 knowledge end points</u>		<u>Year 4 knowledge end points</u>		<u>Year 5 knowledge end points</u>		<u>Year 6 knowledge end points</u>	
To respond to 'How are you?' To say your name To say how old you are To recognise the 'r' sound To count up to 20 To read numbers to 20 To recognise the 'a' sound To recognise plurals To know months of the year To begin to say what activities your do To use the adverb 'well' To begin to give opinions To recognise the 'an' sound		Year 3 knowledge To know colours To name facial features To recognise whether a word has 'le' or 'la' in front of it To recognise the 'eu' sound To know animal names To begin to use verbs To express whether you like something or not To recognise the 'ou' sound To recognise the 'on' sound To know where the adjectives goes in relation to the noun		Year 3 & 4 knowledge To describe the weather To know the days of the week To know methods of transport To know when to use un or une To know 'il' is for he To know 'elle' is for she To count up to 30 To count in 10s up to 100 To know some adjectives		Year 3, 4 & 5 knowledge To know names of food and drink To say whether something is healthy or not To recognise masculine and feminine words To know names of animals To recognise times To use verbs To know items of clothing To tell the date To recognise the 'eau' sound	
Year 3 Term 1 & 2		Moi (All bout me)					
Link to prior learning							
Learning objectives	Context	Skills	Knowledge	Long term learning			
To introduce yourself	How do we introduce ourselves in French? How do you respond to the question 'how are you?'	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 					

To count to 10	What are the numbers 1-10 in French?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 		<p>Ca-va? -How are you? Ca va bien!- Good Comme ci comme ca - OK Ca va mal - Bad</p>
To respond to questions	How do you answer the questions Quel age as tu? And Comment tu t'appelles?	<ul style="list-style-type: none"> To 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 		<p>Un - 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept - 7 Huit - 8 Neuf - 9 Dix - 10</p>
To sing along To count to 10	Can you join in with the song counting up to 10?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Comment tu t'appelles? What is your name? Je m'appelle..... – I am called</p> <p>Quel age as tu? – How old are you? J'ai ans – I am.....years old</p>
To identify accents in French	What sound does 'r' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Un - 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept - 7 Huit - 8</p>

				Neuf - 9 Dix - 10
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures 		Comment tu t'appelles? What is your name? Je m'appelle..... – I am called Quel age as tu? – How old are you? J'ai ans – I am.....years old
Year 3 Term 3 & 4	Jeux et chansons (games and songs)			
Links to prior learning	Year 3 terms 1& 2			
Learning objectives	Context	Skills	Knowledge	Long term learning
To listen and repeat	What are the names of the games that are being played? Can you repeat them?	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding 		Comment tu t'appelles? What is your name? Je m'appelle..... – I am called Quel age as tu? – How old are you? J'ai ans – I am.....years old
To count from 11-20	Can you count from 11-20?	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding 		Un - 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept - 7 Huit - 8 Neuf - 9 Dix - 10

To read French numbers	Can you identify the numbers by reading the French words?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		Onze – 11 douze – 12 trieze – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20
To recognise French plurals	How do you say that there is more than one		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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 	<p>Comment tu t'appelles? What is your name? Je m'appelle..... – I am called</p> <p>Quel age as tu? – How old are you? J'ai ans – I am.....years old</p>

			are similar to English.	
To recognise French phonemes	What sound does 'a' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept – 7 Huit – 8 Neuf - 9 Dix – 10 Onze – 11 douze – 12 treize – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 		Combine de...? How many? Je prefere – I prefer J'ai... I have
Year 3 Term 3	On fait la fete			
Links to prior learning				
Learning objectives	Context	Skills	Knowledge	Long term learning
To name the months of the year To learn about French traditions	How do you say the months of the year in French? What occasions does France celebrate throughout the year?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		Comment tu t'appelles? What is your name? Je m'appelle..... – I am called Quel age as tu? – How old are you? J'ai ans – I am.....years old

To recognise French verbs	How do you say the following activities in French?		<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 	Janvier Fevrier Mars Avril Mai Juin Juillet Aout Septembre Octobre Novembre Decembre
To introduce the adverb 'well'	How does you say that you do something well?			
To give opinions	How do you say that something is great?	<ul style="list-style-type: none"> • To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		Je joue bien... - I'm good at playing Je nage – I swim Je danse – I dance Je chante – I sing Je lis – I read
To recognise French phonemes	What sound does 'an' make in French?	<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation so that others 	<ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and 	C'est super! – It's super C'est genial – It's great

		understand when they are reading aloud or using familiar words and phrases	rhymes and link the spelling, sound and meaning of words	C'est nul – it's rubbish Bravo! – well done Super! Chouette! – Super! Cool!
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures 		Je joue bien au football – I am good at playing football. Je nage bien – I am good at swimming
Year 4 Term 1 & 2	Portraits			
Link to prior learning				
Learning objectives	Context	Skills	Knowledge	Long term learning
To know French colours	What is the French for these different colours?	<ul style="list-style-type: none"> • To read carefully and show understanding of words, phrases and simple writing 		Janvier Fevrier Mars Avril Mai Juin Juillet Aout Septembre Octobre Novembre Decembre
To know names of facial features To describe using colours	What are the French words for facial features? How do we say a red nose in French? Where is the colour compared with the noun?	<ul style="list-style-type: none"> • To describe people, places, things and actions orally* and in writing Languages 		Rouge – red Blue – blue Vert – green Jaune – yellow Rose – pink Blanc – white Noir – black
To recognise masculine and feminine words	Why do some words have 'le' and some words have 'la' in front of them?		<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a 	Les/des yeux – eyes Le/un nez – nose La/une bouche – mouth Les oreilles - ears

			dictionary 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.	
To join in with a song	What does this song mean? Can we join in?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Le – masculine (the) La – feminine (the) Les – plural (the)
To recognise French phonemes	What sound does 'eu' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept – 7 Huit – 8 Neuf - 9 Dix – 10 Onze – 11 douze – 12 trieze – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20

To consolidate	<p>What words have we learnt this unit?</p> <p>What questions have we learnt? How do we answer them?</p>	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures 		<p>Rouge – red Blue – blue Vert – green Jaune – yellow Rose – pink Blanc – white Noir - black Les yeux – eyes Le nez – nose La bouche – mouth Les oreilles - ears</p> <p>Le nez bleu – a blue nose La bouche bleue – a blue mouth Les yeux bleus – blue eyes Il/elle est grand/grande – he/she is big.</p>
Year 4 Term 3 & 4	Les quatre amis			
Links to prior learning	Year 4 terms 1 & 2			
Learning objectives	Context	Skills	Knowledge	Long term learning
To know animal names	What is the French for these animals?	<ul style="list-style-type: none"> • To read carefully and show understanding of words, phrases and simple writing 		<p>Comment tu t'appelles? What is your name? Je m'appelle..... – I am called</p> <p>Quel age as tu? – How old are you? J'ai ans – I am.....years old</p>

				Le – masculine (the) La – feminine (the)
To use verbs	How do these animals move? What verbs could we use?		<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 	Le cheval – horse Le mouton – sheep Le lapin – rabbit La souris – mouse
To rehearse a story	Can we retell this story? What should we do with !	<ul style="list-style-type: none"> • To present ideas and information orally to a range of audiences* 		
To use nouns and adjectives	Where does the adjective go in relation to the noun?			
To recognise French phonemes	What sound do the letters 'ou' make in French?	<ul style="list-style-type: none"> • To develop accurate pronunciation and intonation so that others understand when they are reading aloud or 	<ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Il galope – he/it gallops Elle court – she/it runs Il/elle est – he/she is...

		using familiar words and phrases		
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?			Le cheval – horse Le mouton – sheep Le lapin – rabbit La souris – mouse La souris est gris – the mouse is grey
Year 4 Term 5 & 6	Ca pousse			
Links to prior learning				
Learning objectives	Context	Skills	Knowledge	Long term learning
To know the names of vegetables in French	What is the French for these vegetables?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		Rouge – red Blue – blue Vert – green Jaune – yellow Rose – pink Blanc – white Noir - black
To give opinions	How do you say that you like and/or do not like something?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		Un haricot – a bean Un concombre – cucumber Une tomate – tomato Une laitue - lettuce
To comprehend	What is happening in this animation? Who likes what?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		J'aime – I like Je n'aime pas....I do not like

To ask questions	How do you ask the question do you like?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		<p>J'aime – I like</p> <p>Je n'aime pas....I do not like</p> <p>Un haricot – a bean</p> <p>Un concombre – cucumber</p> <p>Une tomate – tomato</p> <p>Une laitue - lettuce</p>
To recognise French phonemes	What sound do the letters 'on' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Tu aimes...? – Do you like..?</p> <p>Vous desirez..? What would you like?</p>
To consolidate	<p>What words have we learnt this unit?</p> <p>What questions have we learnt? How do we answer them?</p>	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 		<p>Tu aimes...? – Do you like..?</p> <p>Vous desirez..? What would you like?</p>
Year 5 Term 1 & 2	On y va!			
Link to prior learning				
Learning objectives	Context	Skills	Knowledge	Long term learning
To describe the weather in French	What is the French for these types of weather?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing <p>Languages</p>		<p>Comment tu t'appelles?</p> <p>What is your name?</p> <p>Je m'appelle..... – I am called</p> <p>Quel age as tu? – How old are you?</p>

				<p>J'ai ans – I am.....years old</p> <p>Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six -6 Sept – 7 Huit – 8 Neuf -9 Dix – 10 Onze – 11 douze – 12 treize – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20</p>
To describe the weather in French	What weather phrases can you remember?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 		<p>Il fait chaud – its hot Il fait froid – it is cold Il fait beau – its fine weather Il fait mauvais – it is bad weather Il fait du soleil – it is sunny Il fait du vent – It is windy Il pleut – Its raining</p>
To know the days of the week	What is the French for these days of the week?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		<p>Fantastique – fantastic J'aime.....I like Bien... - good Super - super</p>
To know the names of types of transport	What is the French for these types of transport?	<ul style="list-style-type: none"> To read carefully and show understanding of 		<p>Lundi – Monday Mardi – Tuesday</p>

		words, phrases and simple writing		Mercredi – Wednesday Jeudi – Thursday Vendredi – Friday Samedi – Saturday Dimanche - Sunday
To look for letters not pronounced	What sounds at the ends of words are not pronounced?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	a pied – by foot en voiture – by car en velo – by bike en bus – by bus en train – by train
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 		Ou vas tu? – Where are you going? Je vais a...I go/I'm going... en France – to France en Belgique – to Belgium
Year 5 Term 3 & 4	L'argent de poche			
Links to prior learning	Year 3 terms 3 & 4 Year 4 terms 5 & 6			
Learning objectives	Context	Skills	Knowledge	Long term learning
To recognise which determiner to use	When do we use un and when do we use une?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, 	Le – masculine (the) La – feminine (the) Les – plural (the)

			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.	
To join in with a song To know numbers	How many numbers up to 20 can you remember? How do we count to 30?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six -6 Sept – 7 Huit – 8 Neuf -9 Dix – 10 Onze – 11 douze – 12 treize – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20
To give opinions	How do we say that we like or do not like something?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		J'aime....I like Je n'aime pas... - I do not like

		<ul style="list-style-type: none"> To present ideas and information orally to a range of audiences* 		
<p>To ask and answer questions</p> <p>To use the pronouns he and she</p>	<p>How do we ask each other if we like something?</p> <p>How do we say he and she?</p>	<ul style="list-style-type: none"> To 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 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 	<p>J'adore – I love</p> <p>Je deteste – I hate</p> <p>C'est super – It is super</p> <p>C'est magnifique – It is magnificent</p> <p>J'ai – I have</p>
<p>To recite a poem</p>	<p>Can you read these French words aloud?</p>	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>Tu aimes....? Do you like?</p> <p>J'adore – I love</p> <p>Je deteste – I hate</p>

To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures 		<p>Tu aimes les haricots? Do you like beans?</p> <p>Tu aimes les chats? Do you like cats?</p> <p>Tu aimes les chiens? Do you like dogs?</p> <p>Oui, J'aime les chats! Yes I like cats.</p> <p>Non, je deteste les chiens- no I hate dogs.</p>
Year 5 Term 5 & 6	Raconte-moi une histoire			
Links to prior learning	Year 3 terms 1 & 2 Year 3 term 3 & 4 Year 4 terms 3 & 4			
Learning objectives	Context	Skills	Knowledge	Long term learning
To understand instructions	Which instructions do you recognise in French?	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding 		<p>Vingt et un - 21</p> <p>Vingt deux – 22</p> <p>Vingt trois – 23</p> <p>Vingt quatre – 24</p> <p>Vingt cinq – 25</p> <p>Vingt six – 26</p> <p>Vingt sept – 27</p> <p>Vingt huit – 28</p> <p>Vingt neuf – 29</p> <p>Trente – 30</p> <p>C'est combine – How much?</p>
To comprehend	What words do you recognise in this text?	<ul style="list-style-type: none"> • To read carefully and show understanding of 		<p>Regardez – look</p> <p>Repetez – repeat</p>

		words, phrases and simple writing		Ecoutez - listen
To count up to 100	How do we count in tens up to 100?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 		C'est combine – how much? Dix – 10 Vingt – 20 Trente - 30
To use adjectives To join in with a song recognising sounds	What adjective can you recall in French? Can you listen for the sounds of an, en and on in the song?		<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Dix – 10 Vingt – 20 Trente – 30 Quarante – 40 Cinquante – 50 Soixante – 60 Soixante-dix – 70 Quatre-vingts – 80 Quatre-vingts dix – 90 Cent - 100
To write simple statements	How can we use some of the words we have understood in this unit to write simple statements?	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		Regardez – look Repetez – repeat Ecoutez - listen
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		Il/elle est – he/she is Grand (e) – big Petit (e) - small
Year 6 Term 1 & 2	Vive le sport!			
Link to prior learning	Year 5 terms 1 & 2			
Learning objectives	Context	Skills	Knowledge	Long term learning

To know items of food and drink in French	What is the French for these types of food and drink?	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding 		<p>J'aime – I like</p> <p>Je n'aime pas....I do not like</p> <p>Un haricot – a bean</p> <p>Un concombre – cucumber</p> <p>Une tomate – tomato</p> <p>Une laitue - lettuce</p>
To give opinions on health	Which of these items of food and drink are good for the health? How do we say that in French?	<ul style="list-style-type: none"> To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 		<p>Le jus d'orange – orange juice</p> <p>Le yaourt – yogurt</p> <p>Le poisson – fish</p> <p>Une pomme – apple</p> <p>Les carottes – carrots</p> <p>Le chocolat – chocolate</p> <p>Le cola – cola</p> <p>Les pommes frites – chips</p> <p>Les bonbons - sweets</p>
To share what they play and/or do To use le or la correctly	What is the French for these types of activities and/or sports? How do we know whether to use le or la in front of a sport or activity?		<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms 	<p>Oui, c'est bon pour la sante – Yes, it is good for your health</p> <p>Non, c'est mauvais pour la sante – No it is bad for your health</p>

			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.	
To recall days of the week To say a sentence	How many days of the week can you recall? Can you think and say a sentence about something you do on a day of the week?	<ul style="list-style-type: none"> To present ideas and information orally to a range of audiences* 		Lundi – Monday Mardi – Tuesday Mercredi – Wednesday Jeudi – Thursday Vendredi – Friday Samedi – Saturday Dimanche – Sunday Je joue..... I play Je vais... I go Je nage – I swim Je lis – I read Je chante – I sing Je danse – I dance
To develop pronunciation	How do we pronounce these graphemes...ation, on	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 		Je joue au tennis – I play tennis Je joue au basket – I play basketball Je fais du velo – I ride my bike Je fais du skate – I go skateboarding Je fais de la danse – U go dancing

				Je fais la natation – I go swimming
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> • speak in sentences, using familiar vocabulary, phrases and basic language structures • write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		Qu'est-ce que tu fais lundi? What are you doing Monday? Lundi, Je joue au tennis – On Monday, I will play tennis
Year 6 Terms 3&4	Le Carnaval des Animaux			
Links to prior learning	Year 4 terms 3 & 4			
Learning objectives	Context	Skills	Knowledge	Long term learning
To know the names of animals	What are the names of these different animals?	<ul style="list-style-type: none"> • To read carefully and show understanding of words, phrases and simple writing 		Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept – 7 Huit – 8 Neuf - 9 Dix – 10 Onze – 11 douze – 12 treize – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt - 20
To begin to recognise times	How do you say lunchtime and midnight in French?	<ul style="list-style-type: none"> • To read carefully and show understanding of words, phrases and simple writing 		Le lion – lion le coq – cockerel le kangarou – kangaroo le poisson – fish l'éléphant – elephant

				l'oiseau – bird la tortue - tortoise
To describe where an animal lives	How can we say where these animals live?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 		<p>Une heure – one o'clock Deux heure, trois heuare, quatree heures, cinq heures, six heures, sept heures, hit heures, neuf heures, dix heures, onze heures</p> <p>Il est midi – midday Il est minuit - midnight</p>
To use verbs To describe using adjectives	How do you say I am in French? What adjectives could we use to describe the animals?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 	<ul style="list-style-type: none"> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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. 	<p>Ou habites- tu? – where do you live?</p> <p>J'habites dans...- I like in...</p>

To recognise French phonemes	What sound do the letters 'oi' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Petit/e - small Grand/e – big Lent/e – slow Rapide – fast Fort/e – strong Faible – weak Feroce – fierce Timide - shy
To consolidate	What words have we learnt this unit? What questions have we learnt? How do we answer them?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		Quelle heure est il? – what times it is? Il est... – it is Ou habite tu? – where do you live? J’habite a - I live in...
Year 6 Term 5 & 6	Quel temps fait-il?			
Links to prior learning	Year 4 terms 3 & 4 Year 6 terms 3 & 4			
Learning objectives	Context	Skills	Knowledge	Long term learning
To know items of clothing	What are the names of these different clothes items?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		Il fait chaud – its hot Il fait froid – it is cold Il fait beau – its fine weather Il fait mauvais – it is bad weather Il fait du soleil – it is unny

				I fait du vent – It is windy Il pleut – Its raining
To comprehend	What clothing items can we match to the weather phrases?	<ul style="list-style-type: none"> To read carefully and show understanding of words, phrases and simple writing 		Il neige – it is snowing Il gele – It's freezing Un manteaux – coat Un chapeau – hat Une echarpe – scarf Des gants – gloves Des bottes - boots
To sing a song To tell the date	What do we know already that will help us with telling the date?	<ul style="list-style-type: none"> To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Lundi – Monday Mardi – Tuesday Mercredi – Wednesday Jeudi – Thursday Vendredi – Friday Samedi – Saturday Dimanche – Sunday Janvier Fevrier Mars Avril Mai Juin Juillet Aout Septembre Octobre Novembre Decembre
To describe	How can we describe the clothing that we are wearing?	<ul style="list-style-type: none"> To describe people, places, things and actions orally* and in writing Languages 		Rouge – red Blue – blue Vert – green Jaune – yellow Rose – pink

				Blanc – white Noir - black
To recognise French phonemes	What sound do the letters 'au' or 'eau' make in French?	<ul style="list-style-type: none"> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	Un – 1 Deux -2 Trois -3 Quatre -4 Cinq -5 Six - 6 Sept – 7 Huit – 8 Neuf - 9 Dix – 10 Onze – 11 douze – 12 treize – 13 quatorze – 14 quinze – 15 Seize – 16 dix-sept – 17 dix-huit – 18 dix-neuf – 19 vingt – 20 Vingt et un - 21 Vingt deux – 22 Vingt trois – 23 Vingt quatre – 24 Vingt cinq – 25 Vingt six – 26 Vingt sept – 27 Vingt huit – 28 Vingt neuf – 29 Trente – 30
To consolidate	What words have we learnt this unit?	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures 		Il faitdegrés – It isdegrees

	What questions have we learnt? How do we answer them?	<ul style="list-style-type: none">• write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Quandil te faut.... – when it is.....you will need..... Lundi, le.....juin
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