

Modern Foreign Languages Principles

Vision The MFL curriculum at Leckhampton is designed to inspire children to enjoy the wide-ranging and life-long benefits of learning another language. It enables them to communicate in French as resilient, confident and independent learners, through both collaborative and individual activities. They learn to investigate and manipulate patterns in language and develop oracy and literacy skills which enhance their learning in many other curriculum areas. Through exposure to and understanding of cultures different to their own, they develop respect for others and curiosity about the wider world.

Subject Leader Rationale

- The MFL curriculum at Leckhampton Primary School is skills based with speaking and listening being the key drivers as these are the skills which are fundamental to language acquisition.
- The focus is on systematic and progressive teaching and learning of the French language with opportunities for pupils to embed skills and knowledge fully, providing a secure basis on which to further build and develop vocabulary and knowledge.
- French teaching follows La Jolie Ronde scheme which facilitates teaching through songs, rhymes, conversations and stories and thus promotes the enjoyment of learning a language.
- The thinking like a linguist strand is interwoven throughout the curriculum in order to foster a true passion for and interest in language and thus to provide a secure basis for learning other languages later on in children's educational journeys.

Essential Knowledge has been carefully sequenced and repeated across strands in each subject so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which more complex concepts and ideas can be built. Essential knowledge forms the key learning outcomes which are mapped across the strands and re-visited regularly both within and across subsequent years. MFL is taught weekly to aid the retention of this essential knowledge. As pupils become more confident with new knowledge and skills, they are given opportunities to apply their disciplinary knowledge through each of the different strands.

Disciplinary Knowledge is progressively mapped out to equip pupils with the necessary knowledge and skills to be able to think like a linguist. The focus on speaking and listening supports children to apply their skills in a practical way. Key questions are used to enable children to demonstrate their disciplinary knowledge. Disciplinary knowledge is explored through the strand of thinking like a linguist.

Characteristics of Effective Learning

We aim to ensure that our pupils experience "wow" moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity Questioning Analysing Researching Perseverance Problem solving Thinking critically Creativity Cooperation



Leckhampton Primary School French curriculum

French is taught across the whole of Key Stage 2 using La Jolie Ronde as a basis for content and progression. French lesson content is adapted to match the needs of learners and key vocabulary is consolidated and extended throughout the week.

NC Objectives:

1. listen attentively to spoken language and show understanding by joining in and responding-ongoing
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally and in writing
12. 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.

Year 3

Term / Lesson	Content	NC Objectives	Key vocabulary	Skills and knowledge	Thinking like a linguist (and cultural capital)
Y3 L1	Numbers 1-10	1,2,3,5,7,8,9,	Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non	To recognise and say letter strings – oi, eu To link some sounds and spellings To watch mouth of speaker To imitate pronunciation of sounds	Exploring the sounds of foreign words / letter strings – listening and saying them, comparing to English pronunciation.

Y3 L 2	Greetings, asking and saying how you are	1,2,3,4,5,7,8,9,	Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	To listen and respond to rhymes To imitate pronunciation To participate in a short exchange	Exploring the sounds of foreign words / letter strings – listening and saying them, comparing to English pronunciation.
Y3 L 3	Classroom instructions	1,2,3,4,5,7,8,9, 12,	salut! écoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	To auditorily discriminate between un/une To make French sounds and copy intonation patterns To listen to and follow simple commands	Discussing masculine and feminine nouns: why do we not have this in English?
Y3 extra	Why do we learn a foreign language?	1,3,		To locate countries where French is spoken To discuss and identify benefits of language learning	Discussion about languages around the world. Why are there different languages? (CC)
Y3 L 4	Ask for and give name	1,2,3,4,5,7,8,9, 12,	Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle	Recognise a question form Perform a simple communicative task	Comparing first names – are there equivalents in English and French?
Christmas lessons C1 and C2 taught at relevant point	Nativity play characters and simple dialogue Letter to Father Christmas French Christmas Song	1,2,3,4,5,6,7,8, 9,10,	Pere Noel Joyeux Noel	To develop understanding of French customs and traditions To perform a role in a class nativity play To join in singing a French carol To experiment with writing	Cultural Capital – compare how French and English people celebrate religious festivals.

Y3 L 5	Revision of numbers 0-10 Ask for and state age	1,2,3,4,5,6,7,8,9,12,	Quel âge as-tu? J'ai... ans. `Deux petits oiseaux` rhyme	Participate in chorsing a finger rhyme Understand and respond to a question Make links between sounds and spellings and recognise some familiar words in written form	Discuss how French uses "I <i>have</i> _ years" and English uses "I <i>am</i> _ years old".
Y3 L 6	Colours	1,2,3,4,5,7,8,9,11,	Rouge, bleu, blanc, noir, vert, jaune, orange, rose	To recognise and say letter strings oi, eu To perform actions to a French song	Comparing different sounds made by letter strings depending on the language.
Y3 L 7	Colours Revision Verb –est (is) Connective et (and)	1,2,3,4,5,7,8,9,10,11,12,	Gris, violet, marron Verb – est (is) Connective – et (and)	To experiment with writing To respond to sound patterns To ask and answer simple questions	Compare which colour words are similar to their English equivalents and which are quite different. Why is this the case?
Y3 L8	Names of fruit Food items	1,2,3,4,5,7,8,9,11,	Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Les chips, le coca, les sucettes, le chocolat, les bonbons	To recognise and say letter strings -on To understand and respond to a question To notice spellings of words	Discuss how plural nouns are made in French and compare this to English.
Shrove Tuesday and Easter lessons E1 and E2 taught when relevant	Making pancakes Food items The weather Easter cards	1,2,5,7,8,9,10,	La farine, un oeuf, le lait, le sucre, le sel, le jus de citron, Paques, un lapin, un poussin, chocolat, les oiseaux, les fleurs, les agneaux	To write a shopping list To write an Easter card To understand social / cultural conventions. To discuss how different countries celebrate the same events.	Cultural capital – comparing how different countries celebrate religious festivals.
Y3 L9	Food Letter strings eu/oi	1,2,3,4,5,7,8,9,	Revision of food words onze, douze	To listen and respond to a nursery rhyme and extended text To recognise and say letter strings -eu, oi	Compare which food words are similar to their English equivalents and

					which are quite different. Why is this the case?
Y3 L 10	Days of the week	1,2,3,5,7,8,9, 10,	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	To join in reading a story To match sound to the written word To copy correctly	Where do the names of the days of the week come from?
Y3 L11	Months of the year	1,2,3,5,7,8,9,	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	To imitate pronunciation of sounds To identify social conventions at home and in other cultures To understand a familiar story in French	Where do the names of the months come from?
Year 4					
Term / Lesson	Content	NC Objectives	Key vocabulary	Skills and knowledge	Thinking like a linguist (and cultural capital)
Autumn Y4 L1	Revision of colours Parts of the body Adjectives	1,2,3,5,7,8,9, 11,12,	Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles grand, petit, gros, long, pointu	To listen to and follow a short story To identify adjectives in a text and recognise that they can change spellings To listen for specific words and phrases To pronounce some words accurately	Discuss how the gender of the noun affects the pronunciation / spelling of the adjective.
Y4 L2	Parts of the body Asking for French translation	1,2,3,5,7,8,9, 11,12,	La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Comment dit-on... en français?	To understand that all nouns have a gender To ask how to say something in French To listen for a key sound as it occurs in a rhyme	Consider why nouns in French are masculine or feminine. How does the noun gender get decided?
Y4 L3	Rhymes Revision of how to ask for the French for...	1,2,3,4,5,7,8,9,	Comment dit-on en français?	To recite a French nursery rhyme. To follow a text as it is read aloud. To read and demonstrate understanding of a text	Draw on knowledge of French pronunciation to read familiar words accurately.

Y4 L4	Zoo animals	1,2,3,5,7,8,9, 11,12,	Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin	To follow a story using visual clues To recognise some letters of the alphabet To listen for sounds, rhyme and rhythm	Discuss the use of accents on letters (e). Would accents be helpful for some English letters / vowels?
Y4 L5	Vowels Quantifiers Adjectives	1,2,3,4,5,7,8,9, 10,11	être (to be): il est (he is) elle est (she is) assez, très grand, petit, gentil, rigolo, féroce	To say 6 vowel sounds in French To write simple words and phrases following a model To read words aloud with accurate pronunciation	Draw on knowledge of French pronunciation to read unfamiliar words with phonetic accuracy.
Y4 L6 (Joyeux Noel)	Christmas theme - snowman	1,2,3,4,5,6,7,9, 11,	Un bonhomme de neige, Un chapeau, une echarpe, des gants, un manteau, il fait froid, il neige	To participate in a short drama. To communicate in French whilst playing a game.	Cultural Capital – comparing aspects of their lives with those of others.
Y4 L7 (Joyeux Noel)	Christmas theme	1,2,3,4,5,6,7,9, 10,12,	Oh la la, J'aime ça	To participate in a French song To write words and short sentences	Applying knowledge of French sounds to write French words.
Spring Y4 L8	Song – meunier, tu dors	1,2,3,4,5,6,7,8, 9,	Le meunier, le moulin, vite, fort, le lapin, le poulet, le chaton,	To recite a short poem from memory To identify rhyming words To recognise and pronounce letter string -in	Compare French pronunciation with English for some letter strings (e.g. on, an, in...)
Y4 L9	Members of the family Possessive adjectives	1,2,3,4,5,6,7,8, 9,11,12,	Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Mon, ma	To present a short role play introducing family members To ask and answer questions relating to family	Compare nouns for family members between French and English.
Y4 L10	Ask and answer questions about family members	1,2,3,4,5,6,7,8, 9,11,12,	Je n'ai pas de... Ni...ni..	To recognise rhyming words and understand that the final consonant is rarely pronounced To use mental associations to help remember words	What language do the words for family members originate from? Why? CC – discuss French population and family sizes.

Y4 L11	Pets	1,2,3,4,5,7,8,9,11,12,	Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	To follow a French story and join in reading To recognise nouns and verbs in French To compare traditional stories	CC – discuss traditional tales and how different cultures can have very similar tales (Cinderella, The Enormous Turnip, Snow White...)
Y4 L12	Revision of pets vocabulary Verb avoir (to have) Connectives	1,2,3,4,5,6,7,8,9,12,	J'ai (I have) Je n'ai pas de (I haven't) Et, aussi	To understand simple rules for converting singular to plural To present a rhyme To know about pets that are popular in France	Discuss and compare how languages create negatives (not / ne ... pas). CC – discuss how domestic pets can be very similar in some different cultures.
Y4 L13	Creating characters Writing simple sentences	1,2,3,4,5,6,7,10,11,12,	No new vocabulary	To write simple sentences To read some words with accurate pronunciation	Consider how sentence punctuation is the same across English and French. Would we expect this to be the case when words are different?
Y4 L14	Easter theme Quantifiers	1,2,3,4,5,7,8,9,11,	assez	To identify longer specific items of vocabulary in a longer text	CC – compare how Easter is celebrated in different countries.
Summer Y4 L15	Dictionary skills Playground song and activity	1,2,3,4,5,7,8,9,11,12,	Par ici Par la	To recognise word classes: nouns, verbs, adjectives To sort words into dictionary order To become familiar with layout of dictionary To play a traditional game and sing song	The French alphabet – how is it the same as / different from ours? Discuss.
Y4 L16	Hobbies	1,2,3,4,5,6,7,8,9,10,11,12,	Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	To listen for sounds To identify strategies for learning vocabulary To write some words from memory	Comparing French and English letter string sounds (-an). How are spelling and pronunciations the same / different?

Y4 L17	Revision of hobbies opinions/phrases	1,2,3,4,5,6,7,9, 10,11,12,	J'adore, j'aime, je n'aime pas	To read and understand a paragraph with familiar vocabulary and structures To recognise positive and negative statements in English and French To memorise and present two sentences or more	Discussing use of infinitive verb forms after initial verb – e.g. I like to dance / I like dancing / J'aime danser.
Y4 L18	Hobbies Numbers 11-31	1,2,3,4,5,6,7,8, 9,10,11,12,	Tu aimes....? Numbers 11 to 31	To conduct a short interview in French, asking and answering questions To listen for a specific sound in a song To understand and say numbers 11-31	Pronunciation – speaking like a French person. Does it sound correct? CC – discuss how French people cross their number 7. Why is this when other digits are the same?
Y4 L19	Revision of leisure activities and opinions	1,2,3,4,5,7,9, 11,	En train, en car, en avion, en voiture, en bateau	To conduct a survey in French To know the names of some major ports and airports in France To learn how to play a popular French game	CC – developing awareness of social activities in different countries (petanque / boules).
Y4 L20	Weather Quantifiers Clothes Items for Packing a suitcase	1,2,3,4,5,6,7,8, 9,10,11,	Il fait froid, il fait chaud Très, un peu Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	To understand different possibilities for travelling abroad To pack an imaginary suitcase for a holiday, writing individual words	Applying knowledge of French pronunciation to read unfamiliar words.
Year 5					
Term / Lesson	Content	NC Objectives	Key vocabulary	Skills and knowledge	Thinking like a linguist (and cultural capital)
Autumn Y5 L1	Buildings on the high street	1,2,3,4,5,6,7,8, 9,10,11,12,	Il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de	To make simple sentences and manipulate them by changing an element To recite a short text with accurate pronunciation	Making links between French and English words for key buildings in towns.

			vêtements, une boulangerie	To appreciate similarities and differences between French and English high streets	
Y5 L2	Directions Revision of connectives and adjectives	1,2,3,4,5,6,7,8, 9,10,11,12,	A gauche, à droite, et, aussi grand, petit	To identify the position of adjectives in a sentence To memorise and present two or three sentences describing a high street To manipulate language by changing an element in a sentence To use a dictionary	Manipulating language by changing elements in sentences.
Y5 L3	Asking where places are Pause words	1,2,3,4,5,6,7,8, 9,11,12,	Il y a? C'est, au coin Et alors, voyons, eh bien,	To take part in a simple conversation, asking for and giving directions To know how to add expression and authenticity to a short dialogue To understand key information from a short exchange To use intonation to convert a phrase to a question	Exploring pause words in dialogue. How do these compare across the two languages?
Y5 L4	Revision of days of the week Times of day	1,2,3,4,5,6,7,8, 9,10,11,12,	Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez	To substitute quantifiers and adjectives in a sentence To collect and record evidence about activity on the high street at certain times of day, and express it in French To recap key letter strings – in/oi	Discussing how sentence structure / vocabulary varies across English and French when stating the time of day.
Y5 L5	A short story	1,2,3,4,6,7, 10,11,12,	No new vocabulary	To understand and express simple opinions To write in short sentences, substituting vocabulary in model sentences	Using context and prior knowledge to work out meanings of unfamiliar words.
Y5 L6	Christmas theme	1,2,3,5,6,7,8, 9,11,	L'arbre de Noel, la foret, il neige, un sapin, je brille, une bougie,	To learn and join in singing a French carol	CC – comparing Christmas traditions across different cultures.

			Je suis / je ne suis pas	To recite a short text with accurate pronunciation To follow the transcript of a French story To appreciate similarities and differences between Christmas in France and England	
Y5 L7	Christmas theme	1,2,3,4,5,6,7,8,9,	As lesson 6 lentement	To use actions and mimes to aid memorisation To make a traditional French sweet To join in performing a short Christmas story in French, reading and pronouncing unknown words	Applying knowledge of French phonics to read unfamiliar French words.
Spring Y5 L8	Keeping fit Revision of hobbies introduced in Y4 Simple future tense	1,2,3,4,5,6,7,8,9,11,12,	Je vais... Encore Mais, et, aussi	To understand and express simple opinions To integrate new language into previously learned language To prepare a keep fit programme for the week ahead, using immediate future tense To listen to a native speaker and understand more complex phrases and sentences	How is the simple future tense formed in different languages?
Y5 L9	Months of the year Numbers to 50	1,2,3,4,5,6,7,8,9,10,11,	Les mois trente, quarante, cinquante	To imitate pronunciation of sounds To identify social conventions at home and in other cultures	Comparing pronunciation of the -on letter string in French and English.
Y5 L10	Revision of sports/hobbies vocabulary Revision of numbers 0-50	1,2,3,4,5,6,7,8,9,10,11,12,	...plus ...que energique je vais + verb	To investigate the effect of exercise on pulse rate To understand more complex phrases, including comparisons	Applying knowledge of language to build grammatically accurate sentences.

	Comparisons Revision of immediate future			To contribute to a classroom display illustrating the relationship between exercise and pulse rate	
Y5 L11	Revision of fruit Food, including revision from Y3	1,2,3,4,5,6,7,8, 9,10,11,12,	Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois	To find words in a bi-lingual dictionary To take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate To listen to and understand a native speaker expressing likes and dislikes	Finding similarities in food words between different languages and to recognise that some English words are actually French.
Y5 L12	Food items – as for lesson 11 Revision of connectives	1,2,3,4,5,6,7,8, 9,10,11,12,	Et, mais, aussi et, mais, aussi	To design a balanced meal, with foods labelled in French To extend basic sentences by using connectives To use negatives To express opinions in short, written sentences included in a Power Point presentation	Using acquired knowledge to form oral compound sentences which are grammatically accurate.
Y5 L13	Food and eating habits in France	1,2,3,4,5,6,7, 8,9,11,	Un goûter	To memorise and present a short rhyme To investigate the similarities and differences between French and English eating habits by looking at French school lunch menus To investigate and share strategies for learning new vocabulary	CC – recognising eating habits and customs in different countries.
Y5 L14	French breakfast	1,2,3,4,5,6,7,9, 11,12,	Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un	To develop accuracy in pronunciation and intonation To use spoken language spontaneously during a breakfast role play	Participating in conversation using appropriate

			chocolat chaud, un jus d'orange Petit déjeuner tu veux...?, je voudrais		pronunciation, vocabulary and grammar.
Summer Y5 L15	Ingredients for a French dessert	1,2,3,4,5,6,7,8, 9,10,11,12,	Le beurre, le sucre, des oeufs, le sel Mousse au chocolat	To watch and understand a demonstration in French of the method of making a dessert To order sentence cards to re-create the method To write words and phrases using a reference	How are imperative forms of verbs created in different languages?
Y5 L16	Revision of days of the week/months of the year Weather	1,2,3,4,5,6,7,8, 9,10,11,12,	Quelle est la date? Aujourd'hui c'est le lundi 8 mai Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige	To identify the date from an audio recording To use short sentences to give a description of the weather To look and listen for visual and aural clues in an audio recording	Discussion around the lack of neutral form (It...) in French.
Y5 L17	Revisions of weather phrases Seasons	1,2,3,4,5,6,7,8, 9,10,11,12,	En automne, en hiver, au printemps, en été Normalement, en general, quelquefois	To identify rhyming words and make up a short rhyming poem using weather conditions To use simple sentences to present a mini weather report in French To write two or more sentences describing the weather in each season in French To recognise similarities and differences between places	Exploring different letter strings which make the same sound in order to generate rhymes.
Y5 L18	Saying where you live Compass points	1,2,3,4,5,6,7,8, 9,10,11,12,	J'habite à..., dans le nord, le sud, l'ouest, l'est, de l'Angleterre	To learn and join in singing a traditional French song	Exploring silent letters in French (vent, nord...) and comparing to ones in English.

				<p>To prepare a short presentation saying where you live and what the climate is like</p> <p>To scan a more detailed text with unknown language for details</p>	
Y5 L19	Comparing UK and France Stereotypes	3,11,	No new vocabulary	<p>To understand that there are stereotypical images associated with countries</p> <p>To consider key similarities and differences in daily life in the UK and France</p> <p>To collect items which relate to our lifestyle</p> <p>To investigate French supermarket websites to find out in what ways they differ from English supermarkets</p>	CC – comparing everyday aspects of lifestyles of people from different countries and considering nationality stereotypes.
Y5 L20	Comparing UK and French supermarkets Revision	1,3,5,11,	No new vocabulary	To take part in a quiz which revises many topics and skills learnt during the year	CC – comparing aspects of society from two different countries (focus on supermarkets and food products).
Year 6					
Term / Lesson	Content	NC Objectives	Key vocabulary	Skills and knowledge	Thinking like a linguist (and cultural capital)
Autumn Y6 L1	Classroom routines: date, register, weather, asking for objects and following instructions	1,2,3,4,5,6,7,9, 10,11,12,	Je n'ai pas de Un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac,	<p>To initiate and sustain conversations</p> <p>To re-use previously learned language in a new context</p> <p>To discuss language learning and reflect on how to memorise and recall language</p> <p>To understand the formation of a basic negative sentence</p>	Applying previous knowledge to form grammatically accurate sentences.

	Recap of simple negative				
Y6 L2	As for lesson 1	1,2,3,4,5,6,7,9,11,12,	As-tu...?	<p>To perform a sketch in French to an audience</p> <p>To present oral work confidently, speaking clearly and audibly with good pronunciation</p> <p>To understand key details from an authentic text</p> <p>To make predictions based on existing knowledge</p> <p>To use a dictionary</p> <p>To evaluate work</p>	Evaluating accuracy of oral work of others including grammar, pronunciation and vocabulary.
Y6 L3	<p>Clothing – school uniform</p> <p>Expressing and justifying opinions</p>	1,2,3,4,5,6,7,8,9,10,11,12,	<p>des chaussures, des chaussettes, un sweat</p> <p>J’aime,</p> <p>Je n’aime pas</p> <p>C’est + adjective (laid, moche, super, joli)</p>	<p>To match sound to sentences and paragraphs</p> <p>To add two short verses to a rhyming poem</p> <p>To understand details including opinions from spoken passages</p> <p>To construct a short paragraph by adapting a model</p>	<p>CC – compare aspects of everyday life in different countries (school uniform).</p> <p>Use knowledge of rhyme and recognise different letter strings which create the same sound.</p>
Y6 L4	<p>Family members</p> <p>Structures and quantifiers from Y3, Y4, Y5</p> <p>Adjectives</p>	1,2,3,4,5,6,7,8,9,11,12,	<p>Il s’appelle; il a x ans; il est; il habite à</p> <p>Très, assez</p> <p>Sympa, intelligent, amusant</p> <p>Sportif/sportive</p> <p>Beau/belle</p>	<p>To join in two playground games in French</p> <p>To understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</p> <p>To follow a story as it is read aloud, demonstrating understanding</p> <p>To recognise agreements and patterns in the foreign language</p>	<p>Using prior knowledge and contextual clues to understand unfamiliar vocabulary / phrases.</p> <p>CC – traditional tales which cross cultures.</p>

				To listen for clues to meaning – e.g. tone of voice	
Y6 L5	Occupations vocabulary The verb être	1,2,3,4,5,6,7,8,9,10,11,12,	Il est, elle est Médecin Vendeur/vendeuse Serveur/serveuse Agent de police Professeur	To understand that some nouns for occupations change their spelling in relation to gender To understand key details from a short, spoken passage To match sound to sentences and paragraphs, by re-ordering lines from a song To recognise that word order may vary between languages To use a dictionary to find additional nouns to construct short sentences – il est infirmier	Discussion of French use of gender for all nouns and relationship between spelling and gender. Also discuss lack of article for professions.
Y6 L6	Christmas Family members Phrases to use when playing games in French	1,2,3,4,5,6,7,8,9,11,12,	Donne-moi A toi A moi S'il te plaît Merci	To play a game using phrases in French To recognise adjectival agreements in a short text To read aloud phrases from a text using a variety of voices and expression To prepare songs and sketches for a performance To listen for clues to meaning – tone of voice, key words	How are plurals created in both languages for nouns and adjectives? Comparison of rules.
Y6 L7	Christmas Songs and games	1,2,3,4,5,6,7,8,9,12,	As lesson 6	To sing French songs with accurate pronunciation To speak audibly and clearly when performing to an audience	CC – learning songs from another culture for a festival.
Spring Y6 L8	Homes Phrase revision Receptive use of eight rooms of the house	1,2,3,4,5,6,7,8,9,10,11,12,	Il y a, j'habite dans, j'habite à Voici Une maison Un appartement	To match sound to individual word in a list of nouns To identify the sounds of some letters of the alphabet	CC – comparing homes in different countries. Explore English words which come from French

			Salon, salle a manger, cuisine, salle de bains, garage, balcon, jardin, chambre	To be aware of cultural differences in housing at home and abroad To reflect on techniques for memorising language To re-use known language in a new context	(garage, chauffeur, chef...)
Y6 L9	Homes Adjectives	1,2,3,4,5,6,7,8, 9,10,11,12,	Petit, grand, superbe, magnifique Immense, de luxe, en haut, en bas	To recognise and practise the French vowel sounds To identify and substitute nouns in a sentence To contribute to a shared writing task, describing an ideal home To produce own piece of writing, adapting a model	Discuss words that have similar spellings in both French and English. What do we think the origins of these words might be?
Y6 L10	Homes	1,2,3,4,5,6,7,8, 9,11,12,	Une fenêtre Une piscine	To memorise and perform a verse from a song To evaluate work To understand the gist of an audio recording, matching adjectives to nouns To identify different text types	Consider how to ensure that pronunciation is accurate and sounds French rather than English.
Y6 L11	Homes Recap of prepositions from Y5	1,2,3,4,5,6,7,9, 11,12,	Sur, sous	To identify nouns and adjectives contained in a text To sort word cards into nouns, verbs, adjectives, prepositions To be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs To recognise potential hazards when using dictionaries and how abbreviations can help To read phrases with appropriate intonation and expression	Making use of knowledge of word order and sentence structure to support understanding of a written text.

Y6 L12	Furniture vocabulary Recap of repetition requests from Y3 and Y4	1,2,3,4,5,6,7,8,9,10,11,12,	Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français? Une chaise, une lampe, un divan, une table, une télévision, un frigo, une chaîne hi-fi, une douche, un micro-ondes, un tapis	To ask for repetition/clarification in French To revise the sound of the letter i in French To use knowledge of pronunciation patterns to create a rap	Why do you think some nouns are so similar in both English and French? Discuss the formal and informal forms for talking to different people (tu and vous).
Y6 L13	Revision of French alphabet	1,2,3,4,5,6,7,9,11,12,	Eh bien, alors, mmm, voyons,	To sustain an unrehearsed conversation of at least four exchanges To use stalling strategies in conversation To find key information from an authentic text To read for enjoyment or to find information	Why do languages require stalling strategies?
Summer Y6 L14	Planning a holiday Recap of days of the week and months	1,2,3,4,5,6,7,8,9,10,11,12,	On va, aller, partir	To understand where French is spoken throughout the world To explore the climate of a chosen holiday destination To write sentences by following a model	CC – discussion of different countries around the world that are predominantly French speaking. Why might this be the case?
Y6 L15	Planning a holiday Letter writing	1,2,3,4,5,6,7,9,10,11,12,	On va rester dans... un hôtel, un appartement, un gîte, un camping	To use the internet to research different types of accommodation To write a short letter to book accommodation, adapting a model To use a dictionary as appropriate	Applying knowledge of sentence structure and vocabulary to compose a short, formal letter.
Y6 L16	Planning a holiday	1,2,3,4,5,6,7,9,10,11,12,	On va aller, prendre	To use the internet to research travel options and food typical of the country To use the immediate future tense in writing to express intentions	CC – discussion of different eating habits and types of food eaten at meals.

	Recap of means of transport from Y4		En bateau, en avion, en voiture, en train	To write short sentences by adapting a model To read authentic texts for enjoyment and for information	
Y6 L17	Planning a holiday Places of interest to visit	1,2,3,4,5,6,7,9,10,11,12,	On va visiter, regarder D'abord, plus tard Le musee, le chateau, la plage, le zoo, le jardin publique, la piscine, le centre commercial, le parc d'attractions, un match de	To use the internet to research places of interest at holiday destination To write a programme of activities for a week on holiday, adapting a model and using the immediate future tense To present information about an aspect of culture To use a dictionary as appropriate	As new words are needed for new inventions / creations e.t.c., do you think the English and French words will be similar or different? Discuss.
Y6 L18	The culture of the country	1,2,3,4,5,6,7,10,11,12,	No new vocabulary	To prepare presentation for next lesson in relation to holiday plans and the area to be visited To consider material to use in the presentation: cultural information – food, climate, places of interest, festivals, songs, dances, music... To use support material appropriately and adapt suggested models To plan and prepare collaboratively and analyse what needs to be done to carry out the task	CC – gathering of cultural information about a French speaking country.
Y6 L19	Presentation of cultural information	1,2,3,4,5,6,7,11,12,	No new vocabulary	To present information about an aspect of culture To perform to an audience	Evaluating the spoken presentations of others. Are sentence structures, vocabulary and pronunciation accurate?
Y6 L20	Review of learning	1,2,3,4,5,6,7,10,11,12,	No new vocabulary	To recall key vocabulary and structures learnt during the year.	Why do we learn other languages?

				<p>To work collaboratively to answer quiz-type questions. To complete activities which consolidate and celebrate learning in French.</p>	<p>What have you found interesting about the French language?</p>
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