



Key Stage Two (2)

Focus Language: French

Year 3 Unit Overview

Autumn Term	Spring Term	Summer Term
<p>Year 3 pupils start with the <b>phonics</b>, learning the <b>vowels</b> first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other <b>key phonic sounds</b>. They read <b>rhyming stories</b>, <b>sing songs</b>, <b>practise tongue twisters</b> and have further opportunities to make the <b>sound-written link</b> by listening to words and anticipating their spelling. They also learn some <b>nouns (pencil case items)</b>. They are made aware of gender through colour coding. They use the verb forms 'j'ai - I have', 'il/elle est - it is' and <b>implicitly encounter the negative forms of these</b>.</p>	<p>The theme is <b>animals and colours</b>. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of <b>9 animal nouns</b> and <b>6 colours</b> so nothing so becomes too difficult. The key verbs are 'il/elle est' (<b>he/she/it is</b>), 'ils sont' (<b>they are</b>), il y a (<b>there is/are</b>). The negative is revisited and there is also a subtle introduction to 'aussi' (<b>also/too/as well</b>), 'mais' (<b>but</b>). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in French. Pupils are first introduced to useful vocabulary from the story - numbers, days of the week, fruits, foods - and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>

## Year 3 Autumn Term

Weeks	Objective	Language Core Content	Resources	Follow Up
<b>1</b>	To learn the key phonics sounds. Les voyelles	<b>Phonics (1) - Focus on single vowel sounds.</b> a-e-i-e-u (y) la banane, le cheval, à midi, le coco, l'univers	Lesson 1 Voyelles	Sing the song and say the key phrases during the week (e.g. at the start/end of the day)
<b>2</b>	To learn basic greetings and giving your name - voyelles + diphthongues on / ou / au / oi / ui	<b>Salut / Bonjour / Au revoir</b> Comment t'appelles tu? (What do you call yourself?) Je m'appelle..... (I call myself) Ça va ?(How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you), ça ne va pas (badly)	Lesson 2 Greetings	Practise and perform the dialogue with a variety of names, choosing responses that rhyme.
<b>3</b>	To understand and recall orally the numbers 1-12 - sounds un / eu / oi / in / ui / on / ou	<b>Numbers 1-12</b> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix onze, douze	Lesson 3 Numbers	Visit <a href="https://www.youtube.com/watch?v=UsEz58BblMY">https://www.youtube.com/watch?v=UsEz58BblMY</a>
<b>4</b>	To practise all new phonics sounds	<b>Phonics (2)</b> eu / oi / au / ui / ou / on / in	Lesson 4 More phonics	phonics cards to play games
<b>5</b>	To ask how old someone is and give own age	<b>1-10 and giving age</b> Quel âge as-tu? (How old are you?) J'ai... ans (I am ..years old)	Lesson 5 Ages	
<b>6</b>	To learn classroom instructions (introduction to the 'é' sound in -ez commands)	<b>Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence!Levez-vous</b>	Lesson 6 Instructions	Instructions song

7	To learn new key phonics sounds words - the 'é' (-er, -ez, et, é)	<b>Phonics (3)</b> é / er / ez / etè / ê / ai / eich / th / en,an / un	Lesson 7 More phonics	phonics cards to play games
8	1 To practise and embed the phonics knowledge 2 To use the question 'As-tu?(Do you have?) in a game	<b>Phonics cards</b> As-tu? (Do you have?) Oui, j'ai... (Yes, I do have.) Non, je n'ai pas.... (No, I don't have.)	Lesson 8 Phonics	phonics cards to play games
9	1 To learn the nouns for items in a pencil case	<b>Pencil case</b> une trousse (a pencil case) un stylo (a pen) un crayon ( a pencil) un taille-crayon (a sharpener) une bâton de colle ( a glue stick) une règle (a ruler) une gomme (a rubber) les/des feutres (felt-tip pens) les/des ciseaux (scissors)	Lesson 9 Pencil case	Visit <a href="https://www.youtube.com/watch?v=iItRPrjTY_8">https://www.youtube.com/watch?v=iItRPrjTY_8</a>
10	1 To embed the pencil case nouns 2 To ask 'Do you have a..?' and respond	<b>Pencil case</b> As tu un/une...?(Do you have a?) Oui, Non (Yes, No)	Lesson 10 Pencil case	Visit <a href="https://www.youtube.com/watch?v=iItRPrjTY_8">https://www.youtube.com/watch?v=iItRPrjTY_8</a>
11	1 To ask 'What do you have in your pencil case?' and respond	<b>Pencil case</b> Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse j'ai...(In my pencil case I have...)	Lesson 11 Pencil case	Visit <a href="https://www.youtube.com/watch?v=iItRPrjTY_8">https://www.youtube.com/watch?v=iItRPrjTY_8</a>
12	1 To practise and learn more phonics	<b>Phonics [4]</b>	Lesson 12 More phonics	
13	1 To learn some key facts about Christmas in France and make a Christmas card.	<b>Noel</b> Practise reading / matching sounds in writing Find out more about French customs at Christmas Make your own Christmas card	Lesson 13 Christmas in France	<a href="https://www.youtube.com/watch?v=6tP2OsI0o6w">https://www.youtube.com/watch?v=6tP2OsI0o6w</a>
14	1 To learn a French Christmas song	<b>Vive le vent</b>	Lesson 13 a+b More Christmas	<a href="https://www.youtube.com/watch?v=V-PD5iz7qdE">https://www.youtube.com/watch?v=V-PD5iz7qdE</a>

## Year 3 Spring Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	1 To learn some key classroom language.	<b>Classroom language</b> 1. Silence! (Silence!) 2. Prenez un stylo! (Get out a pen!) 3. Un volontaire! (A volunteer) 4. Ouvrez vos cahiers! (Open your exercise books!) 5. Regardez! (Look!) 6. Croisez les bras! (Fold your arms!) 7. Écoutez (Listen!) 9. Écrivez! (Write!)	Lesson 14 Instructions	
2	1 To learn 9 new nouns - animals - (with the indefinite article)	<b>9 animals - nouns</b> un chat ( a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep ) un ours (a bear) une grenouille (a frog)	Lesson 15 9 animals	
3	1 To learn how to make nouns plural in French	<b>9 animals - plurals</b> Nouns as above with 's' (or nothing, or '(au)x' added).	Lesson 16 Plurals	
4	1 To learn how to say 'a' and 'some', and change to 'the'.	<b>9 animals - articles</b> Articles change: un, une, des, le, la, les	Lesson 17 Articles	
5	1 To learn the adjectives of colour	<b>Colours</b> bleu (blue), rouge(red), blanc (white), noir (black), vert	Lesson 18 Colours and animals	

		(green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)		
6	1 To listen and read along	<b>Brown bear story</b>	Lesson 19 Story	
7	1 To describe animals with colours	<b>Listening / Reading - describing pictures</b>	Lesson 20	
8	1 To join in with a song	<b>Old MacDonald</b>	Lesson 21 Song	
9	1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs	Lesson 22 Cher zoo	
10	1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs	Recap resources from previous lessons OR As-tu un animal song	

## Year 3 Summer Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	1 To learn nouns for different fruit	<b>La chenille qui fait des trous (hungry caterpillar) - le fruit</b> une pomme / les pommes une poire / les poires une prune / les prunes une fraise / les fraises une orange / les oranges	Lesson 23 Fruit	
2	1 To learn the names of the days of the week	<b>Days of the week - sign language gestures</b> les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Lesson 24 Days of the week	
3	1 To learn food nouns from the Hungry Caterpillar story	<b>Food from the story</b> une tranche de gateau au chocolat, un	Lesson 25 Food	

		cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque		
4	1 To consolidate the new language from lessons 1,2,3	<b>Food from the story</b>	Use previous material to revise key language from the Hungry Caterpillar story (fruits, days, food)	
5	1 To listen to and understand a French story	<b>Video of the story - ordering the text</b>	Lesson 26 Hungry caterpillar story	
6	1 To develop confidence and memory by retelling the HC story	<b>Re-telling the story</b>	Lesson 26a+b Hungry caterpillar story	
7	1 To develop confidence and memory by retelling the HC story	<b>Re-telling the story</b>	Lesson 27	
8	1 To use knowledge of colours to create a butterfly	<b>Making a butterfly</b>	Lesson 27a+b	
9	1 To learn some words for snacks	<b>Snack foods</b> une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange juice), une banane (a banana), des frites (some chips), un hot dog (a hot dog), une glace (an ice cream), un coca (a coke), un sandwich (a sandwich)	Lesson 28 Snack foods	
10	1 To ask 'What do you want?' and respond 'I want'	<b>Ordering food in a café</b> Qu'est-ce que vous voulez? (What do you want?) Je voudrais un / une...(I want a ) S'il vous plaît (please) Voilà (Here you are) Merci (thank you) De rien (you're welcome)	Lesson 29 Dialogue in a café	
11	1 To ask / answer from memory	<b>In a café - role plays</b> (Language as above)		
12	1 To write individual words from memory 2 To perform and record their group café dialogues	<b>Display - favourite snacks on plates</b> <b>In a café - role plays</b>		



## Year 4 Unit Overview

Autumn Term	Spring Term	Summer Term
<p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.</p>	<p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse ).</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --&gt; a (has), est (is), ont (have), sont (are).</p>

## Year 4 Autumn Term

Weeks	Objective	Language Core Content	Resources	Follow Up
<b>1</b>	To remember key language of the classroom and basic greetings	<p><b>Revision greetings + classroom language</b>            Salut / Bonjour / Au revoir            Comment t'appelles tu?            (What do you call yourself?)            Je m'appelle..... (I call myself)            Ça va ?(How's it going?)            oui / non            fantastique/super (great)            très bien merci (very well, thanks)            pas mal, merci (not bad, thank you),            ça ne va pas (badly)            Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez,            Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence!, Levez-vous</p>	Lesson 1 Greetings & Classroom language	
<b>2</b>	i. To revise numbers 1-12 and days of the week	<p><b>Numbers 1-31 + revision days of the week</b>            un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize,            quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-</p>	Lesson 2 Numbers 1-31, Days of the week	

	ii. To learn numbers 13 - 31	deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un		
3	i. To consolidate numbers 1-31 ii. To learn the months of the year	<b>Numbers 1-31 + months</b> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	Lesson 3 Numbers 1-31, Months	
4	To ask and answer 'What date is it today?'	<b>Months + dates</b> Quelle est la date aujourd'hui? Aujourd'hui c'est le (huit mars)	Lesson 4 Dates	
5	i. To learn the names of the seasons ii. To join in with a French song	<b>Seasons, number of days in each month</b> le printemps, l'été, l'automne, l'hiver	Lesson 5 Seasons	
6	i. To learn how to ask for and say your birthday ii. To sing Happy Birthday in French	<b>Asking for and giving own birthday</b> <b>Happy Birthday song</b> Quelle est la date de ton anniversaire? Mon anniversaire, c'est le (vingt-sept juin)	Lesson 6 Birthday	
7	To listen and follow a video clip with unfamiliar vocabulary	<b>Birthday celebration vocabulary</b> <b>Making a birthday card</b> un dessin, un cadeau, un ballon, un gâteau, les amis, joli, fantastique, délicieux, heureux, heureusement, malheureusement, quel dommage!	Lesson 7 Birthdays - Pocoyo	
8	To learn some typical exclamations in French	<b>Responding to a video story</b> Regardez! Ta faute! Bon anniversaire! Zut! Ça suffit! Allez-y!	Lesson 8 Anniversaire de Pato - Pocoyo	
9	To use language of days, dates, and celebrations to make a birthday party invitation	<b>Making a party invitation</b> C'est mon anniversaire! Salut ! Je t'invite à mon anniversaire! Date: Heure: Endroit: J'espère que tu pourras venir !	Lesson 9 Birthday invitations	
10	To learn new Christmas vocabulary, and revise numbers	<b>Noël</b> Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoile Combien de ... y a-t-il? Il y a .. De quelle couleur sont les ...? Ils/Elles sont...	Lesson 10 Christmas numbers and characters	



11	To learn about la Fête des Rois - ephipany	Noël / La Fête des Rois	Lesson 11 Fête des Rois	
12	To learn a Christmas song	Noël Il est né le divin enfant (carol to sing) Lily et le bonhomme de neige (animation + song)	Lesson 12 Chansons de Noël	

## Year 4 Spring Term

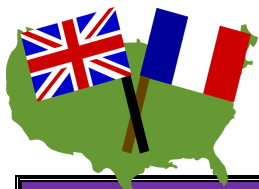
Weeks	Objective	Language Core Content	Resources	Follow Up
1	1 To learn the words for key shapes	<b>Shapes</b> un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil	Lesson 13 Shapes	
2	1 To combine colour and other adjectives with shapes	<b>Shapes &amp; colours</b> bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	Lesson 14 Describing shapes	
3	1 To learn how to describe where things are in a picture	<b>Prepositions of place - describing pictures</b> sur, sous, à droite, à gauche, au centre de <b>Il y a</b> (there is/are), <b>C'est</b> (it is), <b>Il/Elle a</b> (it has), et (and), mais (but), aussi (also)	Lesson 15 Position	
4	1 To use the language to describe pictures	<b>Describing Matisse pictures</b> Use language from lessons 1,2,3	Lesson 16 Describing Matisse	
5	1 To create own picture and description	<b>Creating own picture &amp; description</b> Use language from lessons 1,2,3	Lesson 17 Creating own picture and description	
6	1 To learn the nouns for parts of the face	<b>Parts of the face</b> le visage, les yeux, le nez, les cheveux,	Lesson 18 Parts of the face	

		les dents, la bouche, la langue, les oreilles		
7	1 To combine adjectives and nouns to describe faces	<b>Parts of the face &amp; adjectives</b> Language as above	Lesson 19 Describing faces	
8	1 To combine adjectives and nouns to describe faces	<b>Parts of the face &amp; adjectives</b> Language as above	Lesson 20 Picasso faces	
9	1 To learn the nouns for parts of the body	<b>Parts of the body</b> la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac	Lesson 21 Parts of the body	
10	1 To learn the nouns for parts of the body	<b>Parts of the body 2</b> <b>Story:</b> Va t'en grand monstre vert	Lesson 22 Parts of the body 2	
11	1 To design and describe a monster picture	<b>Designing &amp; describing monster pictures</b> Use language as above	Lesson 23 Describing a monster	

## Year 4 Summer Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	1 To learn nouns for family members	<b>Nouns for family members</b> ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère	Lesson 24 Family	
2	1 To use the alphabet to spell names	What is he/she called? <b>Comment il s'appelle? Comment elle s'appelle?</b> How do you spell that? <b>Comment ça s'écrit?</b> <b>Alphabet introduction</b>	Lesson 25 Alphabet and spelling	
3	To learn the alphabet	<b>Alphabet practice - with names</b> <b>Family revision</b>	Lesson 26 Spelling and family revision	
4	1 To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?'	<b>Siblings &amp; pets - asking &amp; answering survey, including spelling names</b> Do you have..? Tu as..?	Lesson 27 Survey on siblings and pets	

		What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit?		
5	1 To learn adjectives for describing hair & eyes.	<b>Describing hair &amp; eyes</b> Tu as les yeux de quelle couleur? J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux? J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi- longs/raides/bouclés/ondulés	Lesson 28 Hair and eyes	
6	1 To use language for describing hair & eyes.	<b>Describing hair &amp; eyes</b> Language as above	Lesson 29 Hair and eyes [2]	
7	1 To use language to describe his/her hair and eyes.	<b>Describing hair &amp; eyes</b> Language as above	Lesson 30 Guess who	
8	1 To use language to describe his/her hair and eyes.	<b>Describe pictures / paintings</b> Language as above	Lesson 31 Descriptions	
9	1 To listen and follow the story of Le gros navet OR Les quatre amis.	<b>Storytelling - the giant turnip/ les quatre amis</b>	Lesson 31 Story	
10	1 To re-tell the story with actions.	<b>Storytelling - the giant turnip/ les quatre amis</b> Language as above	Lesson 32 Story	
11	1 To use the language from this term to describe an invented or famous family.	<b>Describing a family (own or other)</b> Language from this term		
12	1 To use the language from this term to describe an invented or famous family.	<b>Describing a family (own or other)</b> Language from this term		



## Year 5 Unit Overview

Autumn Term	Spring Term	Summer Term
<p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in France. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in French.</p>	<p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a ' for their peers to guess. They learn how to say which sports they like/dislike doing, using aimer' + infinitive verb.</p>	<p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'parce que' (because). They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>

## Year 5 Autumn Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn.	<b>Classroom language</b> Introduce question words (with gestures) Comment Quand Qui Pourquoi Quel/s quelle/s Où etc	Lesson 1 Question words	
2	To revise and extend knowledge of the numbers needed to tell the time	<b>Learning the 5 x table + song</b>	Lesson 2 5 x table	

3	To learn how to ask for and give the time (hour, half and quarter)	<b>Asking for &amp; giving the time</b> What time is it? Quelle heure est-il? It's one o'clock, It's five o'clock Il est une heure, il est cinq heures	Lesson 3 Telling the time	
4	To consolidate and extend the ability to ask for / give the time	<b>Asking for &amp; giving the time</b> What time is it? Quelle heure est-il? It's ten past five. Il es cinq heures dix. It's twenty to five. Il est cinq heures moins vingt.	Lesson 4 Telling the time practice	Time dominoes
5	To say 'at ... o'clock.' To describe what you usually have for breakfast.	<b>What time do you have breakfast?</b> <b>A quelle heure manges-tu le petit déjeuner?</b> <b>What do you have for breakfast?</b> <b>Qu'est-ce que tu manges au petit déjeuner?</b> <b>Je mange....</b> un yaourt, des céréales, du pain, du pain grillé, des fruits, de la confiture... Je bois... du thé, du café, du jus d'orange, du chocolat chaud (Key grammar: de + definite article - de+le --> du, de la, de+les --> des)	Lesson 5 Breakfast	
6	To learn how to communicate likes and dislikes.	<b>Recycle familiar foods &amp; introduce opinions</b> I like - J'aime I don't like - Je n'aime pas  (Key grammar: use the definite article (le / la) after verbs of like/dislike)	Lesson 6 Likes & dislikes	
7	To consolidate and embed the new language.	<b>More food &amp; opinions</b>	Lesson 7 More food & opinions	
8	To learn to use different persons of the regular -ER verb MANGER To write short sentences about what different people eat for breakfast.	<b>What do you have for breakfast?</b> Using different parts of the -ER verb manger	Lesson 8 Manger	
9	To learn how to say you prefer. To practise saying what you eat and drink for lunch on different days.	<b>What time is lunch? À quelle heure manges-tu au collège ?</b> Packed lunch or school dinners? Qu'est-ce que tu manges? La nourriture du collège ou un panier repas? Qu'est-ce que tu préfères? Je préfère... What do you drink? Qu'est-ce que tu bois?	Lesson 9 School lunch	Pairwork speaking - Qu'est-ce que tu bois?

<b>10</b>	To practise looking up new nouns in a dictionary.	<b>Developing dictionary skills with nouns</b> <b>Dictionary lesson 1</b> Using alphabetical order, working out when to use a dictionary and when not to Combining new language with verbs of like and dislike to create new sentences.	Lesson 10 Dictionary lesson 1	Supermarket memory game
<b>11</b>	To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To use expressions of frequency to add detail.	<b>Mealtimes and expressions of frequency</b> always) toujours (usually) d'habitude (sometimes) parfois À quelle heure manges-tu le petit déj / le déjeuner / le dîner?	Lesson 11 Mealtimes & frequency	Phonics pronunciation practice
<b>12</b>	To practise the use of -ER regular verbs in different persons. To build sentences using verbs, time expressions and food items.	<b>Eating habits</b> Language from this module.	Lesson 12 sentence building	Keep a food diary for a week Food dominoes

## Year 5 Spring Term

<b>Weeks</b>	<b>Objective</b>	<b>Language Core Content</b>	<b>Resources</b>	<b>Follow Up</b>
<b>1</b>	To develop use of a dictionary for nouns. To apply phonics knowledge to new language.	<b>Sports &amp; dictionary skills lesson 2 - alphabet of sports</b>	Lesson 13	Introduce a few sports that are popular / traditional in French-speaking countries. Booklet p.35  Worksheet
<b>2</b>	To ask for and give opinions about sports	<b>Sports &amp; likes/dislikes plus survey</b> (Do you like (rugby)? Tu aimes (le rugby) le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'atletisme (athletics), la	Lesson 14 Sports Survey	Booklet p.36

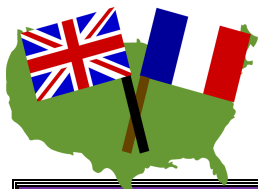
		natation (swimming), la gymnastique (gymnastics)		
3	To talk about the sports you know how to do To use two key verbs in the present tense	<b>Saying what sports you play/do</b> What sports do you do? Quels sports fais-tu? Je joue au / Je fais de Key grammar: use of a + definite article for playing sports and de+definite article for sports you do	Lesson 15	Booklet p.37
4	To talk about the sports you do.	<b>Saying what sports you know how to play/do</b> Je sais faire du ski / Je sais jouer au foot Je ne sais pas faire de la musculation / Je ne sais pas jouer au golf	Lesson 16	
5	To learn expressions of frequency to say how often you do different sports. To write and adapt sentences to describe the sports you do and when you do them.	<b>Saying how often you do something</b> (On Mondays) le lundi je joue au tennis etc with rest of the days of the week (every day) tous les jours (once a week) une fois par semaine (twice a week)deux fois par semaine (sometimes) parfois (never) jamais (not to use in a sentence)	Lesson 17	Booklet p.38
6	To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table.	<b>VERB faire - to do (sports)</b> je fais /tu fais/il fait/elle fait/ nous faisons/vous faites/ils font/elles font	Lesson 18	
7	To use the different parts of faire to talk about the actions of others.	<b>ER-verb paradigm practice - talking about the sports others do</b>	Lesson 19	
8	To use verbs to give instructions.	<b>Using the command form to give simple movement instructions</b> (Turn around), (Jump!), (Take a step to the right), (Touch your feet), (Put your hands up), (Take a step to the left), (Put your hands down)	Lesson 20	
9	To use verbs to give instructions.	<b>Creating a simple exercise/dance routine (and dance Hokey Cokey in French)</b>	Lesson 21	

## Year 5 Summer Term

Weeks	Objective	Language Core Content	Resources	Follow Up
<b>1</b>	To extend the range of language to give levels of like / dislike.	<b>Revision of likes / dislikes</b> J'aime, Je n'aime pas, J'adore, Je déteste <b>Focus on using verbs of opinion with nouns/accurate gender</b>	Lesson 22 Lesson 23	
<b>2</b>	To identify different types of music and give likes / dislikes	<b>Different types of music</b> <b>Giving opinions of different types of music</b>  in my opinion (I think that)	Lesson 24	Booklet p.40
<b>3</b>	To look up new nouns to check for meaning using an online dictionary.	<b>Saying what instruments you hear</b> <b>Identifying French words for instruments</b> un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie <b>Referring to a dictionary (3)</b>	Lesson 25	Booklet p.41
<b>4</b>	To practise decoding by matching animals and instruments.	<b>L'orchestre des animaux</b>	Lesson 26	
<b>5</b>	To ask and answer 'Do you know how to play...?'	<b>Asking &amp; saying which instrument you play</b> Tu sais jouer du / de la...? Oui, je sais jouer / Non, je ne sais pas jouer...	Lesson 27 Lesson 27 Survey	
<b>6</b>	To revise the pronouns. To learn the 6 verb endings for JOUER, a regular -ER verb.	<b>To learn to use the verb 'JOUER' [to play]</b> Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent	Lesson 28 Snap cards activity	Booklet p.39 & p.42



7	To learn some new adjectives	Learning to give reasons with 'parce que' (quiet / noisy) (exciting / boring) (fun / serious) (traditional / modern)	Lesson 29 Lesson 29 adjectives cards	
8	To use adjectives to give reasons for liking / disliking music or instruments	Learning to give reasons with 'parce que' (Do you like?) (Why do you like..?) Parce que c'est + adjective (masc. / fem. ending)	Lesson 30	Booklet p.43
9	To practise dialogues asking / answers questions about music and instruments	Interviews about music	Lesson 31 Lesson 31 Dominoes	
10	To use language learnt for a new purpose	Creating own song/rap	Lesson 32	
11		Creating own song/rap		
12	To develop confidence in performance and develop memory skills.	Performing	Lesson 33	
13	To practise evaluating own and others' performances and giving feedback.	Performing		



## Year 6 Unit Overview

Autumn Term	Spring Term	Summer Term
<p>Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places. They will study a French poem about Autumn and perform it in small groups.</p> <p>They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours.</p> <p>They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying where they live and where they come from.</p> <p>They will understand why French is spoken in so many different countries and be aware of La francophonie. They will watch a French film set in Senegal and learn some key vocabulary from the film.</p>	<p>Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'.</p> <p>They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version.</p> <p>Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.</p>	<p>This term should be approached flexibly. There are opportunities for revision and consolidation of essential KS2 language, but, if desired, there are new topics and projects to explore, including holidays, clothes, going to a café and/or buying ice creams.</p>

## Year 6 Autumn Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics.	Classroom language, questions and phonics.	Lesson 1 PPT	

2	To revise months and seasons	<b>les mois</b> - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre <b>les saisons</b> - le printemps, l'été, l'automne, l'hiver	Lesson 2 PPT	
3	To describe a variety of weather phrases in the present tense.	<b>Describing weather</b> <b>Quel temps fait-il? - What is the weather like?</b> le temps - the weather la météo - the weather forecast Il fait... It is frais -cool beau - fine chaud - hot du vent- windy froid -cold mauvais- bad du soleil -sunny il y a...-there is.. du brouillard -fog un orage -a storm il pleut - it's raining il neige -it's snowing quand il fait beau...-when it is nice weather...	Lesson 3 PPT and weather activities from workbook	
4	To know the seasons in French. To use the language of weather to describe climates in different places.	<b>Describing weather</b> <b>Quel temps fait-il?</b> <b>À Blois il fait froid... À Marseille il fait du soleil</b>	Lesson 4 PPT and weather activities from workbook	
5	To revise key weather and season vocabulary. To read and perform a poem in French about autumn.	<b>More weather</b> En hiver il fait toujours froid. (In ... in winter it's always cold.)en hiver (in winter), en automne (in autumn), au printemps (in spring), en été (in summer), quelquefois (sometimes), normalement (usually/normally)	Lesson 5	
6	To gain a basic understanding of the geography of France and some of its geographical features using terms in French. To know the compass points in French.	<b>Geography</b> <b>Où est...? Where is...?</b> <b>C'est</b> dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre. Les montagnes (the mountains) Les rivières (rivers), les mers (the seas), les villes (towns), les grandes villes (cities).	Lesson 6 PPT and pages from workbook	
7	To learn some countries in French and link them to their flags using colours.	<b>Countries, colours, flags</b> l' Angleterre (England), l' Allemagne (Germany), la France (France), l' Espagne (Spain), l' Irlande (Ireland) le pays (country), le drapeau (flag), la couleur (colour) bleu, vert, noir, gris, rouge, orange, jaune, marron, blanc, violet	Lesson 7 PPT	
8	To say what several countries are famous for and give our opinion	<b>Pourquoi la France est célèbre?</b> <b>(What is France famous for?)</b> <b>Tu aimes...? Do you like...?</b>	Lesson 8 PPT	

		<p><b>Pourquoi? Why?</b>  J'aime, Je n'aime pas, J'adore, Je déteste...  parce que je pense que c'est... (because I think that it's...)  amusant/e, ennuyeux/se, impressionnant/e, émouvant/e, intéressant/e, délicieux/se,  horrible</p>		
9	To learn the names of the countries that border France. Describe where they are using the compass points in French.	<p><b>La France a sept pays voisins (France has seven neighbouring countries)</b>  l'Allemagne, l' Angleterre, l'Espagne, la Grande-Bretagne, l'Italie, la Suisse, le Luxembourg, la Belgique, l' Europe</p>	Lesson 9 PPT	
10	To describe what there is in France, using the phrase 'a lot of'	<p><b>Il y a beaucoup de... (there are a lot of...)</b>  montagnes (mountains), rivières (rivers), ports (ports), aéroports (airports), plages (beaches)</p>	Lesson 10 PPT	
11	To describe France and understand a longer text about France.	<p><b>La France la population, la capitale, grand / petit</b></p>	Lesson 11 PPT	
12	To use the correct word for 'in' when talking about towns and countries. To revise countries learnt. To say where you come from in French.	<p><b>J'habite.... I live....</b>  J'habite à Londres (+ town) I live in London  J'habite en France (f - country) I live in France  J'habite au Portugal (m - country) I live in Portugal  Quelle est la capitale de (la France)?  C'est Paris.</p>	Lesson 12 PPT	
13	To learn some languages and nationalities in French.	<p><b>Je suis.... I am..</b>  anglais/anglaise (English)  français/française (French)  gallois/galloise (Welsh)  portugais/portugaise (Portuguese)  espagnol/espagnole (Spanish)  <b>Quelles langues parles-tu? Which languages do you speak?</b>  la langue (language)  <b>Je parle.... I speak...</b>  français (French), anglais (English)</p>	Lesson 13 PPT	
14	To learn some key vocabulary used in the film Kirikou and complete activities related to the film	<p>Kirikou  l'Afrique (Africa), le Sénégal (Senegal), la Sorcière (the sorceress/ witch), un bébé (a baby), les enfants (the children), mon ami (my friend), les pouvoirs (the powers), le tambour (the drum), le baobab (the baobab tree), le coq (the cockerel), l'oiseau (the bird), le bol (the bowl), les huttes (the huts), grand (big), petit (small), méchant (nasty), gentil (kind), sympa (nice)</p>	Lesson 14 PPT	

## Year 6 Spring Term

Weeks	Objective	Language Core Content	Resources	Follow Up
<b>1</b>	To learn words for different areas/ types of places to live.	<b>Où habites-tu?</b> J'habite à Cambridge près de Londres. Cambridge, c'est comment? C'est une ville. C'est une grande ville. C'est une petite ville. C'est un village. C'est à la montagne. C'est à la campagne. C'est au bord de la mer. C'est en banlieue. C'est en centre-ville.	Lesson 15 PPT	
<b>2</b>	To practise talking about where you live in more detail.	Language as above, plus: et (and), mais (but), aussi (also)	Lesson 16 PPT	
<b>3</b>	To learn words to say what is in a town. Dictionary skills	Nouns for places in town. Indefinite articles un/une.	Lesson 17 PPT	
<b>4</b>	To learn words to say what is in a town.	(a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine	Lesson 18 PPT	
<b>5</b>	To create sentences to say / write there is / there is not and build a conversation.	Dans mon village, il y a... un/une/des, il n'y a pas de.. A (Cambridge) il y a .., il n'y a pas de	Lesson 19 PPT	
<b>6</b>	To explore a French poem To practise memory and performance skills	<b>Exploring a French poem</b> Dans Paris- Paul Eluard	Lesson 20 PPT	
<b>7</b>	To create their own version of a famous poem.	<b>Exploring a French poem</b> Dans Paris- Paul Eluard	Lesson 21 PPT	

8	French festivals using the present tense of more 'ER' verbs	<b>Introduction to six festivals/festive days in France</b> - on mange, on porte, on commémore, on fait, on voit	Lesson 22 PPT	
9	French festivals	<b>Le Carnaval à Dunkerque</b> on mange, on chante, on danse, on joue d'un instrument, on porte, on voit	Lesson 23 PPT	
10	French festivals	<b>La fête des lumières à Lyon</b> C'est quand la fête? Ça dure combien de jours? Où est la fête? Qu'est-ce qu'on porte? Quel temps fait-t-il? Que font les visiteurs/les habitants?	Lesson 24 PPT	
11	Danser - regular verbs in the present tense	je, tu, il, elle, on, nous, vous, ils, elles -e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)	Lesson 25 PPT	
12	To use a writing frame to write a text about a festival in England. To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)	<b>Describing a festival in England</b>	Lesson 26 PPT	

## Year 6 Summer Term

Weeks	Objective	Language Core Content	Resources	Follow Up
1	Review the Q and A in the y6 conversation.	<b>Revision of essential personal identification vocabulary and structures, including questions</b> Comment tu t'appelles? Je m'appelle Comment ça va ? Quel âge as-tu? J'ai .....ans Quelle est la date de ton anniversaire? Mon anniversaire c'est le Tu as des frères ou des sœurs? Tu as un animal?	Lesson 27 PPT	Booklet pp.29-30

		Où habites-tu? J'habite à Qu'est-ce qu'il y a à _____? À .....il y a Quelles langues parles-tu? Je parle		
2	Prepare conversation			
3	Perform the conversation			
4	Holidays vocabulary: Revision of where I live and weather	<b>Où vas-tu en vacances? Je vais...</b> au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à une villa, à un centre de vacances <b>Avec qui vas-tu en vacances? Je vais...</b> avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents	Lesson 28 PPT	Booklet pp 31-34
5	Holidays: Using the verb aller	Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont	Lesson 29 PPT	
6	Clothes introduction	<b>les vêtements</b> des lunettes de soleil, un jean, une veste, un short, une casquette, des baskets, des tongs, une serviette, un maillot de bain, un pantalon, un chapeau un tee-shirt	Lesson 30 PPT	Booklet pp.35-36
7	Clothes recap and clothes poem		Lesson 31 PPT	Booklet pp. 37-38
8	Fashion show introduction	<b>Bienvenue a notre défilé de mode</b> Voici Jack. Il porte un jean noir, un tee-shirt blanc, une chemise rouge et grise et des lunettes de soleil. Je pense que ce style est cool. Non! A mon avis, ce look est nul. Voici Ellie. Elle porte une jupe bleue avec des fleurs roses, un tee-shirt noir et des sandales. Moi, j'adore ce look. Mais je pense que ce n'est pas très chic. A mon avis, c'est un peu démodé mais c'est joli.	Lesson 32 PPT	Booklet p.39
9	Fashion show preparation			
10	Fashion show performance			

11	At the café: Revision	<b>Conversation:</b> Bonjour Madame/Monsieur. Vous desirez? Je voudrais un fanta et une portion de frites s'il vous plaît Et avec ça? Je voudrais aussi un coca. C'est combien? Ça fait cinq euros. Merci, au revoir. Au revoir.	Lesson 33 PPT	Booklet pp.40-41
12	Ice creams	<b>Les glaces</b> <b>Ice cream flavours:</b> à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache <b>Ordering:</b> Je voudrais une glace. Je voudrais une boules/deux boules/ trios boules Je voudrais une glace en cornet/ en pot	Lesson 34 PPT	Booklet pp.42
13	Revision tasks	<b>Revision of essential personal identification vocabulary and structures, including questions</b>	Lesson 35 PPT	Booklet pp.43-47
14	Revision tasks	<b>Revision of places in the town, adjectives for describing places, high-frequency words, and core verbs</b>	Lesson 36 PPT	Booklet pp.43-47

