

Year: 5/6 PoS:		Subject: French		Topic Question/Title: In my French house		Term - Autumn 2		Curriculum - B			
<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"><li>From year 5/6 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy.</li></ul> <p><u>Future Learning</u></p> <p>In Key stage 3 - 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.</p>				<p>habiter - to live j'habite - I live j'habite dans - I live in un appartement - an apartment une grande maison - a big house une petite maison - a little house une maison jumelée - semi-detached house une ferme - a farm la salle à manger - dining room la cuisine - kitchen le salon - lounge room la chambre de mes parents - my parents' bedroom ma chambre - my bedroom la salle de bain - bathroom le jardin - the garden le garage - the garage qu'est-ce que c'est ? - what is it? c'est la salle à manger - it's the dining room il y a - there is il n'a y a pas - there isn't</p>		<p>ma mère - my mother mon père - my father mon frère - my brother mon petit frère - my little brother ma soeur - my sister ma grand-mère - my grandmother mon grand-père - my grandfather ma tante - my aunt mon oncle - my uncle mon - my (m) ma - (f) mes - (pl) au rez-de-chaussée - on the ground floor au premier étage - on the first floor en bas - downstairs en haut - upstairs un lit - a bed un poster - a poster un ordinateur - a computer le mur - the wall une chaise - a chair</p>		<p><u>Key Vocabulary continued</u> une lampe - a lamp un bureau - a desk les jouets - the toys les livres - the books la boîte - a box sur - on sous - under devant - in front derrière - behind à côté de - next to dans - in où est le crayon ? - where is the pencil? le crayon est à côté de livre - the pencil is next to the book entre - in between où est ? - where is? le chien - the dog les rideaux (m) - the curtains un tapis - the rug un garde-robe - a wardrobe une niche - the kennel</p>			
				<p><u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u></p>		<p><u>Outcome</u> Write a letter in French describing their house and asking questions</p>		<p><u>World of Work</u> French teacher,translator, working in a bi-lingual business, foreign travel</p>			
<p><u>National Curriculum PoS</u></p> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul>				<p>Key Knowledge</p> <ul style="list-style-type: none"><li>To understand that existing written sentences in French can be adapted.</li><li>To know a range of prepositions to describe the position of objects.</li></ul>				<p>Possible evidence</p> <ul style="list-style-type: none"><li>Asking and/or answering simple questions and using short phrases to give information.</li><li>Practising speaking with a partner</li><li>Listening and repeating key phonemes with care and beginning to identify vowel sounds.</li><li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li><li>Listening and responding to single words and short phrases.</li><li>Following verbal instructions in French.</li><li>Responding to objects or images with a phrase or other verbal response.</li><li>Recognising some familiar words in written form and beginning to develop dictionary skills.</li><li>Identifying cognates and near cognates.</li><li>Experimenting with simple writing, copying with accuracy.</li></ul>			
				<p>Application of Key Skills</p> <ul style="list-style-type: none"><li>Discussing strategies for remembering and applying pronunciation rules.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li><li>Comparing and applying pronunciation rules or patterns from known vocabulary.</li><li>Recognising and using a wide range of descriptive phrases.</li><li>Using prepositions to indicate the location of objects relative to something.</li><li>Listening to stories, songs or texts in French.</li><li>Reading and using language detective skills to assess meaning including sentence structure.</li><li>Reading and responding to an extract from a story, an email message or song.</li><li>Choosing words, phrases and sentences and writing as a text or captions.</li><li>Constructing a short text on a familiar topic.</li><li>Using a wide range of descriptive phrases.</li><li>Recognising and using verbs in different tenses.</li><li>Recognising and applying verb endings for present regular ‘er’ verbs.</li><li>Learning and using some common irregular verbs, e.g. faire – ‘to make/do’.</li></ul>				<p>Possible evidence</p> <ul style="list-style-type: none"><li>Use a writing frame to create a written description of their house.</li><li>Label a bedroom and use the related vocabulary in simple sentences.</li><li>Accurately use prepositions verbally as well as in written sentences.</li><li>Describe all the rooms in their house.</li><li>Describe where they live and with whom.</li><li>Write a letter including questions.</li></ul>			

Year: 5/6 PoS:		Subject: French		Topic Question/Title: French sport and the Olympics		Term - Spring 1		Curriculum - B			
<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"><li>From year 5/6 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy.</li></ul> <p><u>Future Learning</u></p> <p>In Key stage 3 - 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.</p>				<p><u>Key vocabulary</u></p> <ul style="list-style-type: none"><li>•je joue - I play</li><li>•je fais - I do</li><li>•le basket - basketball</li><li>•le football/le foot - football</li><li>•le hockey - hockey</li><li>•le tennis - tennis</li><li>•le rugby - rugby</li><li>•le ski - skiing</li><li>•c'est quel sport ? - what sport is it?</li><li>•c'est le... - it's...</li><li>•tu aimes le sport ? - do you like sports?</li><li>•j'aime - I like</li><li>•j'adore - I love</li><li>•je n'aime pas - I don't like</li></ul>				<p><u>Key Vocabulary continued</u></p> <ul style="list-style-type: none"><li>• je déteste - I hate</li><li>• L'Angleterre (f) - England</li><li>• L'Écosse (f) - Scotland</li><li>• Le Pays de Galles (m) - Wales</li><li>• L'Irlande du Nord (f) - Northern Ireland</li><li>• L'Irlande (f) - Ireland (the Republic of Ireland)</li><li>• La France (f) - France</li><li>• La Belgique (f) - Belgium</li><li>• Les Pays-Bas (m) - The Netherlands</li><li>• L'Allemagne (f) - Germany</li><li>• L'Italie (f) - Italy</li><li>• L'Espagne (f) - Spain</li><li>• Les États-Unis d'Amérique (m) - The United States of America</li><li>• Le Canada (m) - Canada</li></ul>			
				<p><u>Stimulus</u></p> <p>songs, rhymes, video clips</p> <p><u>First hand experiences (enrichment)</u></p>		<p><u>Outcome</u></p> <p>Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</p>		<p><u>World of Work</u></p> <p>French teacher, translator, working in a bi-lingual business, foreign travel</p>			
<p><u>National Curriculum PoS</u></p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• describe people, places, things and actions orally</li></ul>				<p>Key Knowledge</p> <ul style="list-style-type: none"><li>• To know that we use the verb ‘jouer’ (to play) with some sports and ‘faire’ (to make) with other sports.</li><li>• To know the French word for countries around the world.</li><li>• To know that the way verbs change to match the pronoun is called conjugation.</li><li>• To know each part of the verb ‘aller’ (to go), depending on the pronoun.</li><li>• To know that different prepositions are used to say going to a country: ‘en’ if the country is feminine singular (e.g. en France) ‘au’ if the country is masculine singular (e.g. au Canada) ‘aux’ if the country is plural (e.g. aux États-Unis d’Amérique).</li><li>• To know that the Tour de France is a world famous cycling race that takes place in France each year.</li><li>• To know that pétanque is a popular French game sometimes known as boules.</li><li>• To know a range of techniques that can be used to learn new vocabulary.</li></ul>				<p>Possible evidence</p> <ul style="list-style-type: none"><li>• Asking and/or answering simple questions and using short phrases to give information.</li><li>• Practising speaking with a partner</li><li>• Listening and repeating key phonemes with care and beginning to identify vowel sounds.</li><li>• Repeating short phrases accurately, including liaison of final consonant before vowel.</li><li>• Listening and responding to single words and short phrases.</li><li>• Following verbal instructions in French.</li><li>• Responding to objects or images with a phrase or other verbal response.</li><li>• Recognising some familiar words in written form and beginning to develop dictionary skills.</li><li>• Identifying cognates and near cognates.</li><li>• Experimenting with simple writing, copying with accuracy.</li></ul>			
				<p>Application of Key Skills</p> <ul style="list-style-type: none"><li>• Developing extended sentences, for example to justify a fact or opinion.</li><li>• Discussing strategies for remembering and applying pronunciation rules.</li><li>• Speaking and reading aloud with increasing confidence and fluency.</li><li>• Comparing and applying pronunciation rules or patterns from known vocabulary.</li><li>• Recalling and performing an extended song or rhyme.</li><li>• Reading and using language detective skills to assess meaning including sentence structure.</li><li>• Choosing words, phrases, sentences and writing as text or captions.</li><li>• Recognising and using verbs in different tenses.</li><li>• Recognising and applying verb endings for present regular ‘er’ verbs.</li><li>• Learning and using some common irregular verbs, e.g. ‘faire’ – ‘to make/do’.</li><li>• Learning about France’s sporting culture and events.</li></ul>				<p>Possible evidence</p> <ul style="list-style-type: none"><li>• Accurately pronounce the name of a sport.</li><li>• Construct simple sentences to say whether they like a sport or not.</li><li>• Identify some of the French country words using cognates and near cognates.</li><li>• Use the correct form of ‘aller’ and the correct preposition in most cases in written exercises.</li><li>• Understand and accurately pronounce most words and phrases about sports.</li></ul>			

Year: 5/6 PoS:		Subject: French		Topic Question/Title: French verbs in a week		Term - Spring 2		Curriculum - B			
<u>Prior Knowledge</u> <ul style="list-style-type: none"><li>From year 5/6 children have learnt- Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Repeating short phrases accurately, including liaison of final consonant before vowel. Introducing self to a partner with simple phrases. Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a phrase or other verbal response. Listening and identifying key words in rhymes and songs and joining in. Listening and noticing rhyming words. Experimenting with simple writing, copying with accuracy.</li></ul> <u>Future Learning</u> <p>In Key stage 3 - 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.</p>				<u>Key vocabulary</u>  hanter - to sing courir - to run danser - to dance dormir - to sleep écrire - to write jouer - to play lire - to read manger - to eat nager - to swim j’aime - I like je - I tu - you (singular and informal) il - he				<u>Key Vocabulary continued</u> elle - she nous - we vous - you (plural and formal) ils - they (masculine plural) elles - they (feminine plural) je chante - I sing tu chante - you sing (singular, informal) nous chantons - we sing vous chantez - you sing (plural and singular formal) ils chantent - they sing (masculine plural) elles chantent - they sing (feminine plural) aimer - to like habiter - to live regarder - to look écouter - to listen			
				<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>Outcome</u> Create an original short text, correctly adapting a range of verbs to their appropriate form.		<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel			
<u>National Curriculum PoS</u> <ul style="list-style-type: none"><li>listen attentively to spoken language and show understanding by joining in and responding</li><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>describe people, places, things and actions orally</li></ul>				<u>Key Knowledge</u> <ul style="list-style-type: none"><li>To understand that French verbs take different forms.</li><li>To know that the infinitive is the basic form of the verb which in English is usually expressed as ‘to [do something]’ (e.g. ‘to run’).</li><li>To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re.</li><li>To know that the ending of regular -er verbs changes to go with the subject pronoun.</li><li>To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English.</li><li>To know that some verbs do not follow regular patterns, such as ‘avoir’ (to have) and ‘être’ (to be).</li><li>To know how to conjugate the verbs ‘avoir’ and ‘être’.</li></ul>				<u>Possible evidence</u> <ul style="list-style-type: none"><li>Asking and/or answering simple questions and using short phrases to give information.</li><li>Practising speaking with a partner</li><li>Listening and repeating key phonemes with care and beginning to identify vowel sounds.</li><li>Repeating short phrases accurately, including liaison of final consonant before vowel.</li><li>Listening and responding to single words and short phrases.</li><li>Following verbal instructions in French.</li><li>Responding to objects or images with a phrase or other verbal response.</li><li>Recognising some familiar words in written form and beginning to develop dictionary skills.</li><li>Identifying cognates and near cognates.</li><li>Experimenting with simple writing, copying with accuracy.</li></ul>			
				<u>Application of Key Skills</u> <ul style="list-style-type: none"><li>Listening and repeating key phonemes with care, applying pronunciation rules.</li><li>Adapting a story and retelling to the class.</li><li>Listening and gisting information from an extended text using language detective skills such as cognates.</li><li>Listening and following the sequence of a story, song or text including some unfamiliar language.</li><li>Matching unknown written words to new spoken words.</li><li>Recognising blends of sounds and common spelling patterns.</li><li>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>Using contextual clues and cues to gist and make predictions about meanings.</li><li>Using existing knowledge of vocabulary and phrases to create new sentences.</li><li>Completing a gapped text with key words/phrases.</li><li>Writing a short text using word and phrase cards to model or scaffold.</li><li>Recognising and applying verb endings for present regular ‘er’ verbs.</li><li>Exploring verbs in infinitive form.</li><li>Learning and using some high frequency irregular verbs e.g. to have, to be, to go.</li></ul>				<u>Possible evidence</u> <ul style="list-style-type: none"><li>Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</li><li>Create an opinion phrase using one of the new verbs.</li><li>Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</li><li>Work together to build a verb spinner and use it to generate appropriate phrases.</li><li>Recognise and recall different parts of verbs ‘avoir’ and ‘être’.</li></ul>			