

Year: 5/6 PoS:		Topic Question/Title: Describing portraits in French		Term - Autumn 1		Curriculum - A	
Prior Knowledge		Key vocabulary il a - he has elle a - she has il est - he is elle est - she is les cheveux - hair les yeux - eyes marron - brown (for eyes) bruns - brown (for hair) verts - green (masc plural) bleus - blue (masc plural) roux - ginger		blonds - blonde (for hair) châtains - chestnut brown (masc plural) noirs- black (masc plural) sportif (masc) sportive (fem) - sporty poli (masc) - polite polie (fem) - polite petit (masc) - small petite (fem) - small heureux (masc) - happy heureuse (fem) - happy sérieux (masc) - serious sérieuse (fem) - serious		Outcome Children to draw a picture from a description given in French by their partner – label in French	
From year 3/4 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. Future Learning 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.							
National Curriculum PoS		Key Knowledge				Possible evidence	
- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		Year 5 To recognise the definite article in the plural form. To identify adjectives in feminine and plural forms.To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural. To recognise that some adjectives are irregular and do not follow a rule To understand how and why adjectives must agree with the noun they are describing. To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms. To know which subject pronoun to employ when talking about someone else. To know that certain letters at the end of a word in French are not pronounced. Year 6 - To explain the meaning of the term ‘definite article’ and know that its form depends on the gender of the noun. To know which adjectives are irregular in the feminine and/or plural forms. To name some invariable colour adjectives. To explain the placement of adjectives of size and other adjectives in a sentence in French. To be able to give examples of the difference in word order in French and English.				- Identify rhyming words and the same phonemes in different words. - Listen for specific words and phrases. - Apply language detective strategies such as use of cognates to work out meaning. - Understand how the gender and number of a noun modifies adjectives. - Explain where to place different types of adjectives in relation to the noun. - Use familiar language to speak in sentences. - Attempt to build accurate written sentences using a model.	
		Application of Key Skills Year 5 Listening to and repeating key phonemes with a degree of accuracy. Showing understanding by joining in and responding. Practising speaking with a partner using familiar language. Recognising some familiar language used in a new context. Creating short phrases or sentences using word cards and a knowledge organiser. Describing the physical features and personality of a third person. Asking and answering questions using high frequency verbs. Decoding new language using language detective strategies. Creating accurate spoken and written descriptive sentences from a model. Year 6 Recognising key phonemes in new language and applying pronunciation rules. Speaking with increasing confidence and fluency. Using contextual clues and cues to ‘gist’ and make predictions about meanings. Creating phrases and sentences from memory. Choosing appropriate adjectives from a wider range of adjectives. Generating the correct form of an adjective so that it agrees with the singular or plural noun it is describing. Selecting the correct form of irregular adjectives. Using grammatical understanding to apply word order accurately. Selecting the appropriate subject pronoun to describe other people. Speaking in full sentences using known and some new vocabulary. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Applying strategies for checking the accuracy of written work.					

Year: 5/6 PoS:		Topic Question/Title: Meet my French Family		Term - Autumn 2	Curriculum - A
<u>Prior Knowledge</u> From year 3/4 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. <u>Future Learning</u> 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.		<u>Key vocabulary</u> - j'ai - I have - un frère - a brother - une sœur - a sister - je n'ai pas - I do not have - je n'ai pas de frère - I do not have a brother - ou - or - je suis fils unique - I am an only child (boy) - je suis fille unique - I am an only child (girl) - mon/ma/mes - my (masc/fem/plural) - mon père - my dad - ma mère - my mum		- mes grand-parents - my grandparents - son anniversaire, c'est le... - his/her birthday is on the... - il/elle a... ans - he/she is ... years old - j'aime - I like - je n'aime pas - I do not like - j'adore - I love - beaucoup - a lot	<u>Outcome</u> A written paragraph describing members of their family, their likes and dislikes
		<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		<u>Key Knowledge</u> - To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. - To know that when talking about something we do not have, the indefinite article is replaced with ‘de’ in a negative structure. - To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. - To know that the possessive adjective ‘my’ depends on the noun to which it refers and that it must agree with the gender and number of that noun. - To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. - To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.		<u>Possible evidence</u> - Identify rhyming words and the same phonemes in different words. - Listen for specific words and phrases. - Apply language detective strategies such as use of cognates to work out meaning. - Understand how the gender and number of a noun modifies adjectives. - Explain where to place different types of adjectives in relation to the noun. - Use familiar language to speak in sentences. - Attempt to build accurate written sentences using a model.	
		<u>Application of Key Skills</u> Year 5 Recognise words in English that have been borrowed from the French language. Show understanding of simple writing. Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary. Use familiar high frequency verbs to present information about someone else. Express likes and dislikes. Organise words correctly to build phrases and sentences. Year 6 Apply knowledge of grammatical rules when building sentences. Use conjunctions to extend sentences. Express personal preferences. Make ambitious word selections using appropriate resources such as a bilingual dictionary and knowledge organiser. Speak with fluency and spontaneity.			

Year: 5/6 PoS:		Topic Question/Title: Clothes – Getting Dressed in France	Term - Spring 1	Curriculum - A	
Prior Knowledge From year 3/4 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. Future Learning 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.		Key vocabulary un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?	Outcome Presntation to the class in small groups on a familiar topic, in French.		
		Stimulus songs, rhymes, video clips First hand experiences (enrichment)	World of Work French teacher,translator, working in a bi-lingual business, foreign travel		
National Curriculum PoS - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		Key Knowledge - To understand adjectival position in a sentence. - To know what adjectival agreement means. - To know that some adjectives are invariable and do not change in the feminine and plural forms. - To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. - To know when to use an indefinite article or a possessive adjective. - To know that the last consonant in a word in French is pronounced if it followed by an ‘e’. - To know how to use a bilingual dictionary to cross check the correct meaning of a word. Application of Key Skills Year 5 - Asking and answering questions. - Applying correct word order. - Constructing sentences using a model. - Writing some words and phrases from memory. - Applying simple adjectival agreement. - Using the correct indefinite article depending on the gender and number of the noun. - Using the correct possessive adjective for a given noun by determining its gender and number. - Recalling colour adjectives from previous learning and using these in a new context. - Expressing opinion using a range of verbs. Year 6 - Using questions to seek information from others. - Expressing a range of opinions, including use of the negative. - Explaining how regular adjectives change in the feminine and plural forms. - Adapting the suffix of colour adjectives in accordance with the gender and number of the noun. - Using appropriate determiners. - Applying a grammatical rule to convert an indefinite article to the correct form of the possessive adjective. - Applying phoneme-grapheme knowledge to write words with increasing accuracy.	Possible evidence - Use a bilingual dictionary confidently. - Engage in conversations. - Apply correct adjectival agreement for regular adjectives. - Apply correct word order in sentences containing adjectives. - Present a presentation on a familiar topic. - Pronounce familiar language accurately. - Build statements from new vocabulary.		

Year: 5/6 PoS:		Topic Question/Title: Weather	Term - Spring 2	Curriculum - A
<u>Prior Knowledge</u> From year 3/4 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. <u>Future Learning</u> 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.		<u>Key vocabulary</u> - Quel temps fait-il ? - What is the weather like? - Il fait beau - it is good weather - il neige - it is snowing - il pleut - it is raining - il y a du soleil - it is sunny - il y a du vent - it is windy - dans - in - le nord - the north - l'est - the east - le sud - the south - l'ouest - the west	- degrés - degrees - Il fait trente degrés It is 30 degrees - trente - thirty - quarante - forty - cinquante - fifty - soixante - sixty - soixante-dix - seventy - quatre-vingts - eighty - quatre-vingt-dix - ninety - cent - one hundred	<u>Outcome</u> Children to present a weather forecast in French – audience to make notes of what is said to check!
		<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>	<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel	
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		Key Knowledge - To know that Celsius is used to measure temperature in Europe. - To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. - To know how to use the partitive article ‘de’ with specific weather structures. - To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. - To name several conjunctions that can be used to extend and link sentences.	Possible evidence - Match numerals and words correctly. - Count up in multiples of ten. - Use physical response to show understanding of specific phrases. - Give and respond to directions. - Use specific structures to describe the weather and the temperature. - Pronounce weather phrases accurately. - Perform a rap from memory in French. - Present information clearly with accurate pronunciation. - Locate cities on a map of France.	
		Application of Key Skills Year 5 - Linking the sound and spelling of new words. - Repeating memorised language with increasing accuracy. - Using learned phrases to convey information. - Using two prepositions to indicate location. - Expressing ideas clearly by speaking with increasing fluency. - Using conjunctions to extend sentences. Year 6 - Linking the sound, spelling and meaning of new words. - Performing confidently using memorised language. - Applying the correct grammatical structure for the type of weather being described. Incorporating relevant previously learned language into a new context to extend detail. - Using prepositions and the partitive article appropriately. - Presenting a detailed report using a range of key structures, including contrasting information about two different locations.		

Year: 5/6 PoS:		Subject: French	Topic Question/Title: French Speaking World	Term - Summer 1	Curriculum - A	
<u>Prior Knowledge</u> From year 3/4 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. <u>Future Learning</u> 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.			<u>Key Vocabulary</u> - le nord - l'est - le sud - l'ouest - dans - quel temps fait-il ? - il fait beau - il fait mauvais - il fait chaud - il fait froid - il pleut - il neige - il y a du soleil - il y a du vent - il y a des nuages	<u>Outcome</u> To ask and answer questions about different countries in the French speaking world.		
			<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>	<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel		
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally		<u>Key Knowledge</u> - To know how to contract the preposition ‘à’ when it is used with the definite article of a noun. - To know how to contract ‘de’ when it is used with the definite article of a noun. - To know which specific verbs must be used with the three categories of weather expressions. - To locate French-speaking countries on a map. - To name some features of countries in the French-speaking world. - To show an understanding of national identity and begin to consider stereotypes. <u>Application of Key Skills</u> Year 5 - Recognising and responding to directional language. - Recalling number vocabulary and using this to describe distance. - Asking and answering questions with accurate pronunciation and intonation. - Using gist to develop an understanding of spoken French. - Reading fiction and non-fiction texts to extract key points. - Writing sentences using familiar language. - Present information orally using weather-related vocabulary. Year 6 - Using directional vocabulary accurately. - Asking and answering questions using full sentences. - Creating detailed sentences justifying opinions. - Reading authentic texts containing some new language, using detective skills to work out meaning. - Presenting detailed information clearly to an audience. - Use conjunctions to give contrasting information.				<u>Possible evidence</u> - Read and understand a range of sentences including directions. - Recognise and respond to directions. - Form directional phrases accurately by applying grammatical rules. - Ask, answer questions and seek clarification. - Apply language detective strategies to work out meaning in spoken and written sources.

Year: 5/6 PoS:		Subject: French		Topic Question/Title: Planning a French Holiday		Term - Summer 2		Curriculum - A	
<u>Prior Knowledge</u> From year 3/4 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. <u>Future Learning</u> 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.				<u>Key Vocabulary</u> - aller - to go - je vais - I go - tu vas - you go (informal) - il/elle va - he/she goes - nous allons - we go - vous allez - you go (formal/group) - ils/elles vont - they (masc/fem) go - je vais aller - I am going to go - rester - to stay		- faire - to do/make - au/en/aux - to (masc/fem/plural) - quand - when - où - where - pourquoi - why - en vacances - on holiday - en été ou en hiver ? - in summer or in winter? - quel temps va-t-il faire? - what will the weather be like? - que vas-tu faire ? - what are you going to do? - qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?		<u>Outcome</u> To present their plan for a holiday to France – children to ask basic questions in French.	
				<u>Stimulus</u> songs, rhymes, video clips <u>First hand experiences (enrichment)</u>		<u>World of Work</u> French teacher, translator, working in a bi-lingual business, foreign travel			
<u>National Curriculum PoS</u> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - appreciate stories, songs, poems and rhymes in the language - describe people, places, things and actions orally				<u>Key Knowledge</u> Year 5 - To know when to use an indefinite article or a possessive adjective. - To know that the near future tense in French is created by using the verb ‘aller’ in the present tense and a second verb in the infinitive form. - To know that the choice of preposition before a country name depends on the gender of the country name. - To understand the rules for adjectival agreement and placement. Year 6 - To know that the verb ‘aller’ is irregular. - Explain how to create the near future tense in French. - To know how to change indefinite articles to possessive adjectives. - To explain the rules for adjectival agreement and determine where different types of adjectives are placed in a sentence.			<u>Possible evidence</u> - Read and understand a simple story. - Identify use of present and future tenses in reading and listening. - Know how to form the near future tense. - Speak in sentences. - Integrate familiar language into a new context. - Create a written paragraph including present and future tenses. - Use a bilingual dictionary confidently.		
				<u>Application of Key Skills</u> Year 5 Recognising familiar words and cognates. - Recognising high frequency verbs in the present and near future tenses. - Understanding the gist of a text. - Adapting a model to create more complex sentences. - Using rehearsed questions to seek information. - Noticing and matching adjectival agreements. Year 6 - Predicting the meaning of unknown words. - Applying grammatical knowledge to form the near future tense in French. - Using a range of question words to seek information. - Developing independency in writing by using relevant resources. - Building sentences using both present and future tenses.					