

Year: Subject: French PoS:		Topic Question: French Transport		Term – Autumn 1 Curriculum - B	
Prior Knowledge 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.		Key Vocabulary J'aime Je déteste voyager car c'est rapide lent confortable inconfortable amusant polluant Tu vas où ? Tu y vas comment ?		Key Vocabulary	
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.		Stimulus songs, rhymes, video clips		Outcome Children to complete an oracy style task expressing their opinions of transport	
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 - The English language contains some words borrowed from the French language, but these may have different meanings such as un car (a coach) and travail (work), - The connective car (because) can be used to extend a sentence and give a justification. - Accents change the sound of the words they appear on. - French is spoken in many countries other than France. - The indefinite article changes depending on the gender of a noun. - Questions can be structured using a statement and changing my intonation. - When talking about a countable object in French we use the indefinite article un (before a masculine singular noun) or une (before a feminine singular noun). - Some nouns are irregular in the plural form such as bateau – bateaux.		Possible evidence - Identify which nouns are cognates or near cognates. - Use language detective strategies to work out the meaning of new words. - Form simple statements by adapting a model. - Applying accurate word order in French. - Identify and extract key information from short texts. - Write sentences containing familiar language, with correctly formed accents. - Use the verb aller in the present tense to ask for and give information about how people travel. - Select the correct preposition en or à depending on the type of transport.	
		Application of Key Skills			

	• Planning, asking, and answering questions. • Using a bilingual dictionary to check the spelling, and meaning of words and to source new language. • Extending sentences using connectives and a range of adjectives. • Giving and justifying opinions. • Applying accurate sound-spelling links. • Using the preposition y (there) to indicate a place and avoid repetition. • Correctly placing ne...pas (don't in this context) around the verb to create a negative phrase. • Pronouncing the phonemes ou, in, au, on and, oi accurately.	
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Year: Subject: French PoS:	Topic Question: In my French House	Term - Autumn 2 Curriculum - B	
Prior Knowledge 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.	Key Vocabulary 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 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 - 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 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	Outcome Write a letter in French describing their house and asking questions

	mon grand-père - my grandfather ma tante - my aunt mon oncle - my uncle	les rideaux (m) - the curtains un tapis - the rug un garde-robe - a wardrobe une niche - the kennel	
<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>Stimulus</u> songs, rhymes, video clips	<u>World of Work</u> 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		Possible evidence
	- To understand that existing written sentences in French can be adapted. - To know a range of prepositions to describe the position of objects.		- Asking and/or answering simple questions and using short phrases to give information. - Practising speaking with a partner - Listening and repeating key phonemes with care and beginning to identify vowel sounds. - Repeating short phrases accurately, including liaison of final consonant before vowel. - 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. - Recognising some familiar words in written form and beginning to develop dictionary skills. - Identifying cognates and near cognates. - Experimenting with simple writing, copying with accuracy. - Use a writing frame to create a written description of their house. - Label a bedroom and use the related vocabulary in simple sentences. - Accurately use prepositions verbally as well as in written sentences. - Describe all the rooms in their house. - Describe where they live and with whom. - Write a letter including questions.
	Application of Key Skills		
	- Discussing strategies for remembering and applying pronunciation rules. - Speaking and reading aloud with increasing confidence and fluency. - Comparing and applying pronunciation rules or patterns from known vocabulary. - Recognising and using a wide range of descriptive phrases. - Using prepositions to indicate the location of objects relative to something. - Listening to stories, songs or texts in French. - Reading and using language detective skills to assess meaning including sentence structure. - Reading and responding to an extract from a story, an email message or song. - Choosing words, phrases and sentences and writing as a text or captions. - Constructing a short text on a familiar topic. - Using a wide range of descriptive phrases. - Recognising and using verbs in different tenses. - Recognising and applying verb endings for present regular ‘er’ verbs. - Learning and using some common irregular verbs, e.g. faire – ‘to make/do’.		

Year: Subject: French PoS:		Topic Question: French music celebrations		Term – Spring 1 Curriculum - B	
<u>Prior Knowledge</u> 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.		<u>Key Vocabulary</u> le piano le violon la guitare la flûte la batterie je joue du/de la... je ne joue pas du/de la... je voudrais jouer... la musique le zouk car c'est entraînant		<u>Key Vocabulary</u>	
<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>Stimulus</u> songs, rhymes, video clips		<u>Outcome</u> To use a model to build and construct a short text about a musician.	
<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		Possible evidence	
		<u>Phonics</u> - To know that a change in voice intonation can indicate when a question is being asked. - To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? - To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. <u>Grammar</u> - To know whether to use the pronouns il 'he' or elle 'she' when describing someone. - To know that compound sentences join two simple sentences together using connectives such as et and mais. - To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. - To know how to conjugate the verbs aller, jouer and faire. - To know that we use the verb jouer (to play) with some sports/activities and faire (to do) with other sports/activities. - To know that parce que and/or car (because) can be used to extend a sentence and give a justification.		- Select the correct article du or de la for different instruments. - Ask and respond to questions to say which instrument they play, using a whole phrase. - Recall the names of some French-speaking countries, saying these with accurate pronunciation. - Use opinion verbs, conjunctions and adjectives to create simple phrases about the types of music they like and dislike. - Write a simple summary in English of the key points about la Fête de la musique. - Adapt a model written paragraph and replace some of the nouns, verbs and adjectives with their own choices to write about a musician.	



	Application of Key Skills	
	Language comprehension • Listening and inferring information from audio passages using language detective skills. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary. Language production (speaking) • Planning, asking and answering questions. • Beginning to use conversational phrases for purposeful dialogue. • Developing extended sentences to justify a fact or opinion. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Modifying, expressing and comparing opinions. • Using intonation and gesture to differentiate between statements and questions. • Speaking and reading aloud with increasing confidence and fluency. Language production (writing) • Adapting model sentences to express different ideas. • Using existing knowledge of vocabulary and phrases to create new sentences. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using a wide range of descriptive words and phrases independently.	

Year: Subject: French PoS:	Topic Question: French verbs in a week		Term – Spring 2 Curriculum - B
Prior Knowledge 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	Key vocabulary hanter - to sing courir - to run danser - to dance dormir - to sleep écrire - to write	Key Vocabulary continued elle - she nous - we vous - you (plural and formal) ils - they (masculine plural) elles - they (feminine plural)	Outcome Create a short paragraph, correctly adapting a range of verbs to their appropriate form.



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.	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	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	
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.		Stimulus songs, rhymes, video clips	World of Work 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		Possible evidence
	- To understand that French verbs take different forms. - 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’). - 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. - To know that the ending of regular -er verbs changes to go with the subject pronoun. - To know that the French use guillemets << >> in the same way that the speech marks are used in English. - To know that some verbs do not follow regular patterns, such as ‘avoir’ (to have) and ‘être’ (to be). To know how to conjugate the verbs ‘avoir’ and ‘être’.		- Asking and/or answering simple questions and using short phrases to give information. - Practising speaking with a partner - Listening and repeating key phonemes with care and beginning to identify vowel sounds. - Repeating short phrases accurately, including liaison of final consonant before vowel. - 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. - Recognising some familiar words in written form and beginning to develop dictionary skills. - Identifying cognates and near cognates. - Experimenting with simple writing, copying with accuracy. - Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. - Create an opinion phrase using one of the new verbs. - Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. - Work together to build a verb spinner and use it to generate appropriate phrases. - Recognise and recall different parts of verbs ‘avoir’ and ‘être’.
	Application of Key Skills		
	- Listening and repeating key phonemes with care, applying pronunciation rules. - Adapting a story and retelling to the class. - Listening and gisting information from an extended text using language detective skills such as cognates. - Listening and following the sequence of a story, song or text including some unfamiliar language. - Matching unknown written words to new spoken words. - Recognising blends of sounds and common spelling patterns. - Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. - Using contextual clues and cues to gist and make predictions about meanings. - Using existing knowledge of vocabulary and phrases to create new sentences. - Completing a gapped text with key words/phrases.		

	• Writing a short text using word and phrase cards to model or scaffold. • Recognising and applying verb endings for present regular 'er' verbs. • Exploring verbs in infinitive form. Learning and using some high frequency irregular verbs e.g. to have, to be, to go.	
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Year: Subject: French PoS:		Topic Question: Visiting a town in France		Term - Summer 1 Curriculum - B			
Prior Knowledge 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.		Key Vocabulary comment vas-tu à l'école ? - how do you get to school? je vais à l'école - I go to school en voiture - by car en autobus - by bus à vélo - on a bicycle à pied - on foot sur - on sous - under derrière - behind devant - in front of dans - in entre - between à coté de - next to		Key Vocabulary près de - near to loin de - far from il y a ... - there is ... il y a aussi - there is also un parc - a park un musée - a museum un marché - a market une école - a school une plage - a beach une gare - a train station une bibliothèque - a library il y a un parc près de chez moi - there is a park near my house le parc est loin de chez moi - the park is far from my house près de chez moi il y a ... - near my house, there is ... loin de chez moi il y a ... - far from my house there is		Outcome Children to write a description of a French town from a text	
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.		Stimulus songs, rhymes, video clips		World of Work 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		Key Knowledge - To know that when using the prepositions à côté de, près de, or loin de, the ‘de’ may change if followed by ‘le’ or ‘les’: de+le = du, de+les = des. - To recognise some modes of transport that are used in Paris. - To know that when standalone adjectives are used, such as when saying c’est amusant, we always use the singular masculine.		Possible evidence - Describe routes to school using pictures and word cards. - Follow simple directions accurately. - Describe the relationship between places using a preposition. - Put modes of transport into a simple sentence. - Role-play buying tickets. - Use modes of transport to build sentences about going to places. - Begin to use negative sentences correctly. - Learn to say and read places in a town.			
		Application of Key Skills					

- 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	- Developing extended sentences, for example to justify a fact or opinion. - Planning, asking and answering extended questions. - Engaging in conversation and transactional language - Planning and presenting a short descriptive text. - Modifying, expressing and comparing opinions. - Comparing and applying pronunciation rules or patterns from known vocabulary. - Using prepositions to indicate the location of objects relative to something. - Understanding directional language and phrases and prepositions to describe how to get to places e.g. the route to school. - Listening to stories, songs or texts in French. - Making increasingly accurate attempts to read unfamiliar words and phrases. - Reading short authentic texts for enjoyment or information. - Using a bilingual dictionary to select alternative vocabulary for sentence building. - Choosing words, phrases and sentences and writing as a text or caption. - Constructing a short text on a familiar topic. - Using a wide range of descriptive phrases. - Accurately applying placement and agreement rules for adjectives. - Recognising and beginning to form some verbs in near future tense using aller. - Learning and using some common irregular verbs, e.g. 'faire' – 'to make/do'. - Understanding how word order differs between French and English. - Identifying word classes within a sentence. - Asking questions and making insightful commentary on cultural differences, including some understanding of stereotypes.	- Use a writing frame to give a reasoned opinion on a visit. - Identify the grammatical elements of a text. - Understand the gist of a text. - Use a text to write their own description.
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Year: Subject: French PoS:	Topic Question: French sport and the Olympics		Term - Summer 2 Curriculum - B
<u>Prior Knowledge</u> 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.	<u>Key Vocabulary</u> je joue - I play je fais - I do le basket - basketball le football/le foot - football le hockey - hockey le tennis - tennis le rugby - rugby le ski - skiing c'est quel sport ? - what sport is it? c'est le... - it's... tu aimes le sport ? - do you like sports? j'aime - I like j'adore - I love je n'aime pas - I don't like	<u>Key Vocabulary</u> je déteste - I hate L'Angleterre (f) - England L'Écosse (f) - Scotland Le Pays de Galles (m) - Wales L'Irlande du Nord (f) - Northern Ireland L'Irlande (f) - Ireland (the Republic of Ireland) La France (f) - France La Belgique (f) - Belgium Les Pays-Bas (m) - The Netherlands L'Allemagne (f) - Germany L'Italie (f) - Italy L'Espagne (f) - Spain Les États-Unis d'Amérique (m) - The United States of America Le Canada (m) - Canada	<u>Outcome</u> Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.

<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>Stimulus</u> songs, rhymes, video clips	<u>World of Work</u> 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	Possible evidence	
	- To know that we use the verb ‘jouer’ (to play) with some sports and ‘faire’ (to make) with other sports. - To know the French word for countries around the world. - To know that the way verbs change to match the pronoun is called conjugation. - To know each part of the verb ‘aller’ (to go), depending on the pronoun. - 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). - To know that the Tour de France is a world famous cycling race that takes place in France each year. - To know that pétanque is a popular French game sometimes known as boules. To know a range of techniques that can be used to learn new vocabulary.	- Asking and/or answering simple questions and using short phrases to give information. - Practising speaking with a partner - Listening and repeating key phonemes with care and beginning to identify vowel sounds. - Repeating short phrases accurately, including liaison of final consonant before vowel. - 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. - Recognising some familiar words in written form and beginning to develop dictionary skills. - Identifying cognates and near cognates. - Experimenting with simple writing, copying with accuracy. - Accurately pronounce the name of a sport. - Construct simple sentences to say whether they like a sport or not. - Identify some of the French country words using cognates and near cognates.	
	Application of Key Skills		
	- Developing extended sentences, for example to justify a fact or opinion. - Discussing strategies for remembering and applying pronunciation rules. - Speaking and reading aloud with increasing confidence and fluency. - Comparing and applying pronunciation rules or patterns from known vocabulary. - Recalling and performing an extended song or rhyme. - Reading and using language detective skills to assess meaning including sentence structure. - Choosing words, phrases, sentences and writing as text or captions. - Recognising and using verbs in different tenses. - Recognising and applying verb endings for present regular ‘er’ verbs. - Learning and using some common irregular verbs, e.g. ‘faire’ – ‘to make/do’. Learning about France’s sporting culture and events.	- Use the correct form of ‘aller’ and the correct preposition in most cases in written exercises. - Understand and accurately pronounce most words and phrases about sports.	

Moved to A

Year: Subject: French PoS:	Topic Question: French speaking world		Term - Summer 1 Curriculum - B
Prior Knowledge 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.	Key vocabulary au nord - to the North au sud - to the South à l'est - to the East à l'ouest - to the West le nord-est - North East le nord-ouest - North West le sud-est - South East le sud-ouest - South West je vais - I go / I'm going tu vas - you go/ you are going mètres – metres pas – steps j'ai trouvé le trésor ! – I've found the treasure! tu as trouvé – you've found	les trésors - the treasures la France - France la Grande-Bretagne - Great Britain la Suisse - Switzerland L'Algérie - Algeria le Luxembourg - Luxembourg la Tunisie - Tunisia le Maroc - Morocco Madagascar - Madagascar le Québec - Quebec la Martinique - Martinique la Guinée Française - French Guiana le Laos – Laos la Belgique - Belgium	Outcome Children to play an orienteering game in French
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.		Stimulus songs, rhymes, video clips	World of Work 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	Key Knowledge - To know that when using à (to) and then the direct article à+le = au (e.g. au nord). - To know that there are many countries in the world where French is spoken and be able to name some of these. - To know some 'treasures' that make up the national identity of France and some other French-speaking countries. - To know that I can use il y a to mean 'there is' or 'there are'.		Possible evidence - Recognise and respond to directions. - Form directional phrases of their own. - Read and understand a range of sentences including directions. - Form full sentences to ask and answer questions as modelled orally. - Show some understanding of national identity and stereotypes.

• 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	Application of Key Skills • Forming a question in order to ask for information. • Presenting factual information in extended sentences including justification. • Rehearsing and recycling extended sentences orally. • Planning and presenting a short descriptive text. • Using intonation and gesture to differentiate between statements and questions. • Making realistic attempts at pronunciation of new, unknown vocabulary. • Listening and repeating key phonemes with care, applying pronunciation rules. • Listening and gisting information from an extended text using language detective skills such as cognates. • Listening and following the sequence of a story, song or text including some unfamiliar language. • Matching unknown written words to new spoken words. • Recognising features of different text types. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Reading and adapting a range of different format short texts. • Using language of metaphor and comparison. • Correct use of definite and indefinite article depending on gender and number of noun and including partitive ‘some’. • Exploring verbs in infinitive form. • Identifying and locating other countries in the world where French is spoken. • Comparing geographical features and climates of different French-speaking countries.	• Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table. • Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.
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