

French Curriculum

Intent

From Years 1 to Year 3, are pupils practice Makaton as an alternative means of communication. From Year 4 onwards the pupils are taught French.

The intent of our French curriculum is for our pupils to have fun beginning to learn a new language in which they gain key vocabulary, can ask and answers questions and can read, write and understand short sentences. They explore some cultural aspects of French life, know that French is spoken in other countries and can appreciate the similarities and differences between UK life and life in another European country. The emphasis is on speaking, listening, singing and games.

Our curriculum is based on the original National Curriculum QCA units.

Overview

YEAR 4	YEAR 5	YEAR 6
QCA 7 On y va (TLM level 2 module 5 for countries and transport)	QCA 14 Je suis le musicien	QCA 22 Le passé et le présent
QCA 8 L'argent de poche	QCA 15 En route pour l'école.	QCA 23 Au parc d'attractions
QCA 9 Raconte-moi une histoire! La belle or bbc dvd traditional tales.	QCA 16 Scène de Plage	QCA 24 Quoi de neuf?
QCA 10 Vive le sport!	QCA 17 Le retour du Printemps	Review QCA 9 Raconte-moi une histoire! Or other unit from previous years

QCA 11 Le carnaval des animaux	QCA 18 les planètes	Review QCA 11 Le carnaval des animaux Or other unit from previous years
QCA 12 Quel temps fait-il	QCA 19 Notre école	Review QCA12 Quel temps fait-il Or other unit from previous years
QCA 13 Bon appétit, bonne sante	QCA 20 Notre monde	QCA 21 Monter un café End of year French café event
Review	Review	

Units of Work

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	On y va (QCA 7) <ul style="list-style-type: none"> • Travel • Weather 	<ul style="list-style-type: none"> ○ 4.1 Memorise and present a short spoken text ○ 4.2 Listen for specific words and phrases ○ 4.3 Listen for sounds, rhyme and rhythm ○ 4.4 Ask and answer questions on several topics <p><i>L 4.1 Read and understand a range of familiar written phrases</i></p> <p><i>L 4.2 Follow a short familiar text, listening and reading at the same time</i></p> <p><i>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</i></p> <p><i>L 4.4. Write simple words and phrases using a model and some words from memory</i></p> <p><i>IU 4.4 To learn about ways of travelling to the country/countries</i></p>	<ul style="list-style-type: none"> • recognise the phrases for modes of transport • say how they get to school. • locate some countries where French is spoken • imitate the pronunciation of sounds • say the names of some francophone countries • recognise that many languages are spoken in the UK and across the world • say where they would like to go • say the names of some towns and cities in France • use a physical response to show they understand specific words and phrases • make sentences using two ideas • understand that there are different ways of getting to countries, depending on their location • read and understand an email in French • write to a travel agent saying where, when and how they are travelling 	Je vais à l'école I go to school à pied on foot en voiture by car en vélo by bike en bus by bus Où vas-tu? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud It is hot Il fait froid It is cold Il fait beau It is fine Il fait mauvais It is bad weather Il fait du soleil It is sunny Il fait du vent It is windy Il pleut It is raining	<ul style="list-style-type: none"> • Use French for real purposes to communicate information. • Children use a writing frame to compose their own email.

Year 4

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>L'argent de poche (QCA 8) Expressing opinions about likes and dislikes.</p> <p>Linked to Tout le monde level 1 module 4 to recap likes and dislikes.</p>	<p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> listen with care use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> identify specific sounds e.g. rhymes, letters, phonemes, words compare different sounds. <p>O 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> practise asking and answering questions with a partner devise and perform simple role-plays. 	<ul style="list-style-type: none"> Respond to the question <i>Tu aimes ça?</i> Say whether they like something or not Ask and answer the question <i>Tu aimes ça?</i> Say whether they really like something or not Know the sounds that French children make to show that they like or don't like something Can recognise and say numbers 1–39 Understand that people use different currencies in different countries Say how much something costs in euros Say something is good Say that they would like something Use effective language for an advertisement Understand that language is used differently depending on the speaker and the audience 	<p><i>J'adore</i> I love <i>Je déteste ça</i> I hate that. <i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente</i> <i>C'est combien?</i> How much is it? <i>un euro</i> one euro <i>C'est super</i> It's great, <i>magnifique, , magnifique,</i> <i>fantastique</i> fantastic <i>Je n'ai pas de ...</i> I don't have ... <i>miam, miam!</i> yum! <i>berk!</i> yuck! <i>pour mon anniversaire</i> for my birthday <i>un CD</i> a CD <i>un football</i> a football <i>une console</i> a games console <i>une peluche</i> a soft toy <i>une poupée</i> a doll <i>génial,</i> brilliant/great <i>hyper-cool,</i> cool <i>nul</i> useless <i>Tu aimes ça?</i> Do you like that?</p>	<ul style="list-style-type: none"> Use effective language for an advertisement Understand that language is used differently depending on the speaker and the audience

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>Raconte-moi une histoire! (QCA 9)</p> <p>Responding to a song</p> <p>Giving instructions.</p> <p>Use 'La Belle'</p>	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. 	<ul style="list-style-type: none"> • Recognise and say key words in a song • understand that stories from different cultures may be similar • Hear the <i>r</i> sound in French words and phrases • Understand and respond to classroom instructions in French • Understand that verbs change when giving an order in French • Can recognise multiples of 10 up to 100 • Respond to multiples of 10 and say them in chorus • Recognise adjectives and nouns in French • Apply simple agreements to adjectives • Write simple sentences with support • Apply simple agreements to adjectives • Write simple sentences with support • Sing a French song and act out the story • Perform the story in front of an audience • Recall and describe the agreement between nouns and adjectives 	<p><i>Regardez</i> Look <i>Répétez</i> Repeat</p> <p><i>Ecoutez</i> Listen, <i>quarante</i> 40</p> <p><i>cinquante</i> 50, <i>soixante</i> 60</p> <p><i>soixante-dix</i> 70, <i>quatre-vingts</i> 80</p> <p><i>quatre-vingt-dix</i> 90, <i>cent</i> 100</p> <p><i>Il/Elle est ...</i> He/She is ...</p> <p><i>grand/e</i> big (masculine/feminine)</p> <p><i>petit/e</i> small (m/f)</p> <p><i>vrai true, faux false</i></p> <p><i>le prince</i> the prince <i>la belle</i></p> <p>Sleeping Beauty, <i>la méchante fée</i></p> <p>the wicked fairy, <i>la haie d'épines</i></p> <p>the hedge of thorns. <i>Ouvre les yeux</i></p> <p>Open your eyes. <i>Tu dors cent ans</i></p> <p>You will sleep for 100 years</p> <p><i>charmant/e</i> charming</p> <p><i>méchant/e</i> wicked</p> <p><i>Levez-vous</i> Stand up</p> <p><i>Asseyez-vous</i> Sit down</p> <p><i>Levez la main / le doigt</i> Put your hand/finger up</p> <p><i>Taisez-vous/Tais-toi</i> Be quiet (plural/singular)</p> <p><i>Prends garde à toi</i> Watch out</p>	<ul style="list-style-type: none"> • Tell a story effectively • Perform in front of an audience

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
4	<p>Vive le sport! (QCA 10) Healthy foods and drinks</p> <p>Linked to Tout le monde level 3 module 5 for healthy eating. Level 2 module 3 pastimes</p>	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.4 Ask and answer questions on several topics</p> <p><i>L 4.1 Read and understand a range of familiar written phrases</i></p> <p><i>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</i></p> <p><i>L 4.4. Write simple words and phrases using a model and some words from memory</i></p> <p><i>IU 4.2 Know about some aspects of everyday life and compare them to their own</i></p>	<ul style="list-style-type: none"> • understand the phrases for different sports in French • recognise some of these phrases in written form • remember the names of some sports • name some food and drinks • talk about how they remember words and phrases • read and recognise the names of some food and drink • spell some words for food and drink • say whether they think something is healthy or unhealthy • say the days of the week • understand the layout of a French diary • listen to and understand the content of a diary when read aloud • write simple words and phrases using a model and some words from memory • design an effective poster to communicate how to lead a healthy lifestyle 	<ul style="list-style-type: none"> • Qu'est-ce que tu fais (lundi)? • Je joue au tennis / au cricket / au basket • Je fais du vélo / du skate / de la danse / de la natation • zero • le jus d'orange, le yaourt, le poisson, une pomme, les carottes • le chocolat, le coca, les pommes frites, les bonbons • Oui, c'est bon pour la santé • Non, c'est mauvais pour la santé 	<ul style="list-style-type: none"> • design an effective poster to communicate how to lead a healthy lifestyle

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4	<p>Le Carnaval des Animaux (QCA 11)</p> <p>Animals and their habitats</p> <p>Linked to Tout le monde level 3 module 2 for unit</p>	<p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> learn finger rhymes, poems or a non-fiction text learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> listen with care use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> identify specific sounds e.g. rhymes, letters, phonemes, words compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> practise asking and answering questions with a partner devise and perform simple role-plays. <p>5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p>	<ul style="list-style-type: none"> Name some animals Give a physical response to something they hear Recognise some words to describe the music Understand the time Understand and say a number of adjectives Understand the agreement of simple nouns and adjectives Pronounce the feminine form of some adjectives appropriately Understand the use of the apostrophe with the article before a noun beginning with a vowel Say the names of some habitats Say where some animals live Understand simple role-plays Ask and answer questions on different topics Perform in front of an audience• <p>Extension: Introduce Je suis to enable children to say, for example, Je suis féroce.</p> <ul style="list-style-type: none"> Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed. More confident children will be able to prepare an extended dialogue. 	<p>Où habites-tu? Where do you live? J'habite dans ... I live in ...</p> <p>rapide quick lent slow rapidement quickly lentement slowly doucement softly fort strong, loud(ly) Quelle heure est-il? What's the time? une heure, deux heures, trois one o'clock, etc heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures Additional language for this unit le lion the lion le coq the cock le kangourou the kangaroo le poisson the fish le coucou the cuckoo l'éléphant (m) the elephant l'âne (m) the donkey l'oiseau (m) the bird la tortue the tortoise la poule the hen le cygne the swan timide timid féroce fierce plat flat C'est l'heure du carnaval! It's carnival time! la savane the savanna la forêt the forest la mer the sea une ferme a farm</p>	<ul style="list-style-type: none"> Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, eg A) Bonjour! B) Bonjour! A) Comment tu t'appelles? B) Je m'appelle Lion. Comment tu t'appelles? A) Je m'appelle Oiseau. Quel âge as-tu? B) J'ai 8 ans. A) J'ai une soeur. B) J'ai un frère. A) J'habite dans la forêt. B) J'habite dans la savane. A) Quelle heure est-il? B) Cinq heures.

					(Together) C'est l'heure du carnaval!
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4 (#6)	<p>Quel temp fait-il? (QCA 12)</p> <p>What's the weather like?</p> <p>Weather</p> <p>Clothing</p>	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>O 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. <p>L 4.1 Read and understand a range of familiar written phrases</p> <p>L 4.2 Follow a short familiar text, listening and reading at the same time.</p> <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p>	<ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they <p>Understand</p> <ul style="list-style-type: none"> • recognise numbers to 40 when someone says them aloud • pronounce numbers to 40 with reasonable accuracy • memorise a rhyme • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they <p>Understand</p> <ul style="list-style-type: none"> • read and understand a range of familiar written phrases • use their knowledge of grammar to build sentences • understand the main points of a report • give a weather report describing the day, date, weather and appropriate clothing 	<p>Il neige It's snowing Il gèle It's freezing Quand ... il te faut ... When ... you need ... moins minus lundi 5 juin, etc Monday 5th June, etc le 5 juin, etc the 5th June, etc</p> <p>Additional language for this unit un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants gloves des bottes boots des lunettes de soleil sunglasses</p> <p>Additional language for teachers Qu'est-ce qu'il te faut? What do you need? Il fait quelle temperature? What temperature is it? Quelle est la date? What's the date? Voici la météo Here is the weather report aujourd'hui today</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. give a weather report describing the day, date, weather and appropriate clothing

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4 (#7)	Bon appétit! Enjoy your meal! QCA 13 • Food and drink • Understanding instructions • Giving instructions	<p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. • memorise and present a set of instructions. <p>L 5.1 Re-read frequently a variety of short texts</p> <p>L5.2 To make simple sentences and short texts</p> <p>L5.3 To write words, phrases and short sentences using a reference</p> <p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country..</p> <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<ul style="list-style-type: none"> • make statements in the perfect tense (past) Perfect tense: <i>manger (j'ai mangé, tu as mangé)</i>; • use tone of voice to help convey meaning • identify similarities and differences in everyday life • agree and disagree with statements • understand and express likes and dislikes • ask and answer questions • use simple connectives to make compound sentences with connectives <i>et</i> and <i>mais</i> • use word cards or word lists to create phrases and sentences • create compound sentences using word and phrase cards • use a physical response to show recognition and understanding of specific phrases • talk about traditions that affect people's lives and compare the similarities and differences • understand the main points from spoken language that includes unfamiliar language • identify key language in a non-fiction text • understand the main points of spoken language that includes unfamiliar language • read a non-fiction text • choose words, phrases and sentences and write them into a gapped text • use a bilingual dictionary or word list • The use of <i>du, de la, de l'</i> • Plural nouns with <i>les</i> and <i>des</i> • Imperatives: <i>vous</i> form of some regular and irregular verbs 	<p><i>J'ai mangé</i> I ate <i>J'ai bu</i> I drank <i>Tu as mangé (une banane)?</i> Did you eat (a banana)? <i>et</i> and <i>mais</i> but <i>un sandwich</i> a sandwich <i>un gâteau</i> a cake <i>une banane</i> a banana <i>une crêpe</i> a pancake <i>du fromage</i> some cheese <i>de la salade</i> some salad <i>de l'eau (f)</i> some water <i>des chips</i> (m plural) some crisps Additional language <i>de la sauce caramel</i> toffee sauce <i>Mettez</i> Put <i>Faites</i> Make <i>Ajoutez</i> Add <i>Mélangez</i> Mix <i>Versez</i> Pour <i>Laissez cuire</i> Leave to cook <i>Faites sauter</i> Flip <i>prêt(e)</i> ready</p> <p>Additional language for teachers <i>Qu'est-ce que tu as</i> What have you got as a snack? <i>comme goûter?</i> <i>Tu as (une banane)?</i> Have you got (a banana)? <i>Tu aimes (les bananes)?</i> Do you like (bananas)?</p>	<ul style="list-style-type: none"> • use French for real purposes to give instructions for making a <i>crêpe</i>

				<i>Tu as bu (de l'eau)?</i> Did you drink (water)?	
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Year 5

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#1)	<p>Je suis le musicien (QCA 14) Responding to a song in French</p> <p>I am the music man song</p>	<p>O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. <p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. <p>L5.3 To write words, phrases and short sentences using a reference</p> <p>KAL To understand and use negatives</p> <p>LLS To use a dictionary or a word list</p> <p>L5.2 To make simple sentences and short texts</p> <p>IU5.3 To compare symbols, objects or products which represent their own culture with those of another country</p> <p>LLS To integrate new language into previously learnt language</p>	<ul style="list-style-type: none"> • Express likes and dislikes • Use the known phrases <i>J'aime</i> and <i>Je n'aime pas</i> in a new context • Use adjectives to express simple opinions • Identify a short spoken text by matching written phrases and sentences to what they hear • Recognise how some aspects of music may be specific to a country or culture • Put a conversation into the correct sequence • Use rhythm as an aid to memorization • Join in a short conversation, asking and answering questions • Recall words, phrases and sentences to perform a rap • Perform a rap with confidence <p>And clarity</p>	<p><i>un saxophone</i> a saxophone <i>un piano</i> a piano <i>un violon</i> a violin <i>une guitare</i> a guitar <i>une clarinette</i> a clarinet <i>une trompette</i> a trumpet <i>la batterie</i> the drums <i>Je vais jouer du ... / de la ...</i> I am going to play the.. <i>Je vais chanter</i> I am going to sing <i>C'est génial!</i> It's brilliant! <i>C'est nul/affreux/ennuyeux!</i> It's rubbish/awful/boring! <i>la musique jazz</i> jazz music <i>la musique reggae</i> reggae music <i>la musique pop</i> pop music <i>la musique classique</i> classical music <i>la musique folklorique</i> folk music <i>la musique anglaise, française,</i> English, French, <i>africaine</i> African music</p>	<ul style="list-style-type: none"> • Join in a short conversation, asking and answering questions • Perform a rap with confidence and clarity

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5 (#2)	<p>En route pour l'école (QCA 15) On the way to school</p> <p>The alphabet Places in the locality Directions</p>	<p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences memorise and present a set of instructions. <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 To write words, phrases and short sentences using a reference</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p>	<ul style="list-style-type: none"> pick out key words when listening to a short text read and understand a selection of sentences on a familiar topic use strategies to aid memorisation identify similarities and differences in journeys to school recognise if a statement is true or false pick out key words when listening identify and pronounce the names of some places in the locality create oral sentences using picture prompts understand language that includes unfamiliar phrases write words, phrases and sentences using a model combine their language and communication skills to create a short presentation of their journey to school 	<p><i>Il ya there is.../there are</i> <i>Quand je vais à l'école..when I go to school</i> <i>Je passé devant I pass in front of</i> <i>Cinq minutes plus tard 5 mins later</i> <i>Finalemnt finally</i> <i>Puis then ensuite next</i> <i>À droite (to/on the) right</i> <i>À gauche (to/on the) left</i> <i>Tout droit straight ahead</i> <i>Je ne comprends pas I do not understand</i> <i>Répétez, s'il vous plait repeat please</i> <i>Un magasin a shop</i> <i>Un café a café</i> <i>Un muse a museum</i> <i>Un passafe pour piétons a pedestrian crossing</i> <i>Une poste</i> <i>Une rivière</i> <i>Une gare a train station</i> <i>Une église a church</i> <i>Je traverse I cross</i> <i>Après ça after that</i></p>	<ul style="list-style-type: none"> prepare a presentation about their route to school.

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#3)	(3) Scene de plage (QCA 16) Responding to a painting Writing and performing a poem	<p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. • memorise and present a set of instructions. <p>L 5.1 Re-read frequently a variety of short texts</p> <p>L5.2 To make simple sentences and short texts</p> <p>L5.3 To write words, phrases and short sentences using a reference</p> <p>IU 5.2 Recognise similarities and differences between places</p> <p>LLS To integrate new language into previously learnt language</p> <p>LLS To use a dictionary or a word list</p>	<ul style="list-style-type: none"> • listen for and correctly identify specific words and phrases • use previous knowledge and context to determine the meaning of new vocabulary • pronounce short phrases with sufficient accuracy to relay information to others • recall, retain and use words, phrases and sentences with increasing accuracy • use actions and mime to aid memorization • write words, phrases and sentences using a model • understand how a simple sentence is written • identify features of beaches in the UK and abroad • identify key features of a spoken and written text • choose words, phrases and sentences for a class poem • choose words, phrases and sentences to create a poem 	<p><i>(Le chien) regarde</i> (The dog) is watching <i>(Le bateau) glisse</i> (The boat) is gliding along <i>(La petite fille) dort</i> (The little girl) is sleeping <i>(La dame) brosse (les cheveux)</i> (The lady) is brushing (the little <i>de la petite fille</i>) girl's hair) <i>C'est ...</i> It is ... <i>Ce n'est pas ...</i> It is not ... (Instructions are given in the familiar/singular form) <i>prends</i> take <i>ajoute</i> add <i>mélange</i> mix <i>décore</i> decorate <i>laisse</i> leave <i>le sable</i> the sand <i>le ciel</i> the sky <i>le bateau</i> the boat <i>la plage</i> the beach <i>la mer</i> the sea <i>une baie</i> a bay <i>une falaise</i> a cliff <i>une grotte</i> a cave <i>des coquillages</i> (m plural) shells <i>des rochers</i> (m plural) rocks <i>des cailloux</i> (m plural) pebbles</p>	<ul style="list-style-type: none"> • read their poetry to an audience

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#4)	(4) Le Retour du Printemps (QCA 17) Responding to a poem Responding to a Greek myth Linked to Tout le monde level 4 module 2 for seasons	<p>O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> focus on correct pronunciation and intonation ask and answer questions use tone of voice and gesture to help to convey meaning. <p>O 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> agree and disagree with statements understand and express like and dislikes. <p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences memorise and present a set of instructions. <p><i>L 5.1 Re-read frequently a variety of short texts</i> <i>L5.2 To make simple sentences and short texts</i> <i>L5.3 To write words, phrases and short sentences using a reference</i></p>	<ul style="list-style-type: none"> pick out key words when listening to a song remember how to write the date create sentences linking months to seasons pick out detail from spoken sentences build sentences about an event in the past using text cards identify key features of a spoken and written text choose words, phrases and sentences for a class poem understand expressions of like and dislike select adjectives to describe seasons ask and answer questions memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice to help convey meaning use tone of voice and gesture to convey meaning 	<i>l'hiver</i> (m) winter <i>le printemps</i> spring <i>l'été</i> (m) summer <i>l'automne</i> (m) autumn <i>au printemps</i> in spring <i>en été/automne/hiver</i> in summer/autumn/winter <i>Il faisait beau, etc</i> It was good weather, etc <i>clair</i> light <i>sombre</i> dark <i>heureux</i> happy <i>triste</i> sad <i>J'ai visité</i> I visited <i>coloré</i> colourful <i>fade</i> dull <i>agité</i> excited <i>calme</i> calm <i>rigolo</i> funny <i>sérieux</i> serious <i>Viens/Reste chez moi</i> Come to / Stay (singular) with me <i>Les couleurs sont ...</i> The colours are ... <i>Tape les mains / les pieds</i> Clap (singular) your hands / tap (singular) your feet <i>la prairie</i> the meadow <i>l'étang</i> (m) the pond <i>un écureuil</i> a squirrel <i>une grenouille</i> a frog <i>une hirondelle</i> a swallow	<ul style="list-style-type: none"> memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice and gesture to convey meaning Children perform to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the film on their personal space on a learning platform, to celebrate their achievement and to record it as evidence of progress.

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#5)	Les planètes (QCA 18) The planets	<p>O 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> understand the main points from speech which includes unfamiliar language. <p>O 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> remember, retain and recall words, phrases and sentences <p><i>L5.2 To make simple sentences and short texts</i> <i>L5.3 To write words, phrases and short sentences using a reference</i></p>	<p>say new words with accurate pronunciation and intonation</p> <ul style="list-style-type: none"> use clues to help themselves understand and remember new words ask and answer questions about the planets identify word classes write a picture caption to describe a planet understand the main points from speech that contains unfamiliar language ask and answer questions on a given topic make a sentence using word cards and read it aloud make a compound sentence remember, retain and recall words, phrases and sentences choose words, phrases and sentences and write them as picture captions use a reference source to check the spellings of familiar words 	<p><i>la Terre</i> the Earth <i>la lune</i> the moon <i>un nom</i> a noun <i>un nom propre</i> a proper noun <i>un adjectif</i> an adjective <i>parce que</i> because <i>elle</i> it (feminine) / she <i>près de ... (près du soleil)</i> near ... (near the sun) <i>loin de ... (loin du soleil)</i> far from ... (far from the sun) <i>assez</i> quite <i>Mercure</i> Mercury <i>Vénus</i> Venus <i>Mars</i> Mars <i>Jupiter</i> Jupiter <i>Saturne</i> Saturn <i>Uranus</i> Uranus <i>Neptune</i> Neptune <i>Pluton</i> Pluto Additional language for teachers <i>Associez/Associe un jour</i> Match (plural/singular) a day <i>à une planète</i> with a planet <i>Soulignez/Souligne</i> Underline (plural/singular) <i>Décrivez/Décris</i> Describe (plural/singular) <i>le diable à ressort</i> the jack-in-the-box <i>ici</i> here <i>Je pense à ...</i> I'm thinking of ... <i>C'est quelle planète?</i> Which planet is it? <i>Pourquoi?</i> Why? <i>Pierre, feuille, ciseaux</i> Stone, Paper, Scissors</p>	<ul style="list-style-type: none"> present their work with confidence and clarity produce a booklet for others to read listen to and read the work of others

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#6)	<p>Notre école (QCA 19) Our school</p> <ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Telling the time <p>Linked to Tout le monde level 4 module4 school vocab and daily routine.</p>	<p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.4 Write sentences on a range of topics using a model</p> <p>IU 6.1 Compare attitudes towards aspects of everyday life</p>	<ul style="list-style-type: none"> • tell the time on the half-hour • recognise similarities and differences in attitudes among children from different cultures • use knowledge of words, text and structure to make sentences about their school • work out meaning using a range of clues • use a dictionary to cross-check English Meanings • write a short text to describe different areas of the school • recognise some similarities and differences between French and English schools • tell the time on the hour, half-hour and quarter-hour • give information about their school day using times of the day and names of subjects • ask and answer questions about a school timetable • understand and say some school subjects • understand and describe simple school activities • listen attentively and understand key details from a spoken passage • build sentences in the perfect tense 	<ul style="list-style-type: none"> • <i>Il est midi/minuit</i> • <i>Il est une heure et demie / Il est deux heures et demie, etc</i> • <i>Il est deux heures et quart / Il est deux heures moins le quart</i> • <i>Il est quatorze heures trente</i> • <i>le terrain de sport</i> • <i>la salle de classe</i> • <i>la cour</i> • <i>les toilettes (f pl)</i> • <i>la récré</i> • <i>J'ai joué</i> • <i>J'ai parlé</i> • <i>J'ai dansé</i> • <i>J'ai aidé</i> • <i>J'ai travaillé</i> • <i>J'ai chanté</i> • <i>le dessin</i> • <i>le sport</i> • <i>le français</i> • <i>la géographie</i> • <i>la technologie</i> • <i>l'anglais (m)</i> • <i>l'informatique (f)</i> • <i>l'histoire (f)</i> • <i>les sciences (f pl)</i> • <i>les maths (f pl)</i> 	<ul style="list-style-type: none"> • Children present their activity diaries to the rest of the class. • construct short texts in the perfect tense • present information in a variety of ways

			using word cards		

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
5 (#7)	<p>Notre monde (QCA 20) Our world</p> <ul style="list-style-type: none"> A contrasting, French-speaking locality travel weather reports 	<p>O 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> listen attentively, re-tell and discuss the main ideas agree or disagree with statements made about a spoken passage. <p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> recite a short piece of narrative either from memory or by reading aloud from text develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences understand and express reasons understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> participate in simple conversations on familiar topics describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L 6.3 Match sound to sentences and paragraphs</p>	<ul style="list-style-type: none"> understand and name the continents name some countries are aware of features of a particular area such as weather and animals understand short written passages about continents investigate weather in some French speaking African countries understand and give descriptions of the weather create a weather report using presentation software recognise, understand and use language about animals and where they live recognise masculine and feminine nouns with the indefinite article know how to make the plural of the indefinite article ask and answer the question <i>Il y a ...?</i> read a text and find true and false information alter a text appropriately create a performance from a written text understand and describe key features of a country or place ask, respond to and read questions and statements about geographical Features understand a description of another country describe some key features of another country write a simple description of key features of another country express similarities and differences between places have knowledge of some cultural 	<p><i>l'Europe (f) Europe l'Afrique (f) Africa</i> <i>Où est ...? Where is ...?</i> <i>des ... some (indefinite plural)</i> <i>le matin the morning</i> <i>l'après-midi (m or f) the afternoon</i> <i>le Portugal Portugal</i> <i>le Sénégal Senegal</i> <i>le Brésil Brazil le Canada Canada</i> <i>l'Inde (f) India</i> <i>l'Australie (f) Australia</i> <i>le Maroc Morocco</i> <i>le Mali Mali la Guinée Guinea</i> <i>la Tunisie Tunisia</i> <i>l'Amérique du Sud (f) South America</i> <i>l'Amérique du Nord (f) North America</i> <i>l'Asie (f) Asia</i> <i>l'Australasie (f) Australasia</i> <i>le condor the condor</i> <i>un tigre / des tigres a tiger / tigers</i> <i>un loup / des loups a wolf / wolves</i> <i>un serpent / des serpents a snake /</i> <i>un rat / des rats a rat / rats</i> <i>un lézard / des lézards a lizard / lizards</i> <i>une giraffe / des giraffes a giraffe /</i> <i>des poules (f) hens</i> <i>des tortues (f) tortoises</i> <i>des hirondelles (f) swallows</i> <i>un volcan / des volcans a volcano /</i> <i>un désert / des déserts a desert /</i> <i>un glacier / des glaciers a glacier /</i> <i>une montagne / des montagnes a</i> <i>mountain / mountains</i> <i>une vallée / des vallées a valley /</i> <i>valleys des mers (f) seas des savanes (f)</i> <i>savannas des plages (f) beaches</i></p>	<ul style="list-style-type: none"> construct short texts to convey information about a location present information in a variety of ways

		<p>L 6.4 Write sentences on a range of topics using a model</p> <p>IU 6.3 Present information about an aspect of culture</p>	<p>differences and similarities between countries</p> <ul style="list-style-type: none"> • construct a short, persuasive text 	<p><i>des forêts (f)</i> forests <i>des rivières (f)</i> river</p>	
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Year 6

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Le passé et le présent (QCA 22)</p> <p>Then and now</p> <ul style="list-style-type: none"> • comparison of modern day settlements with those from a period in the past. • descriptions of a town • writing a guide for tourists <p>Linked to Tout le monde level 3 module 1 for places around town and module 4 for numbers</p>	<p>O 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.3 Match sound to sentences and paragraphs</p> <p>L 6.4 Write sentences on a range of topics using a model</p>	<ul style="list-style-type: none"> • recognise key places in a town • say the names of some places found in a town • ask questions about places in a town • make statements about places in a town • use intonation to add interest to their speech • recall numbers to 39 and multiples of 10 up to 100 • use higher numbers confidently • understand and say the year in French. • understand and write compound statements about a town • understand and use the third person singular of <i>avoir</i> in the past and present tenses <p>use language learning strategies and knowledge about language to understand a written text</p> <ul style="list-style-type: none"> • recognise and practise masculine and feminine agreements of adjectives • recognise and understand the third person singular of the verb <i>être</i> in the past tense • understand and use <i>beaucoup de</i> and <i>peu de</i> in sentences • pick out the main points from spoken and written texts about a town • work in a group to organise and create a leaflet about their town in the past • consolidate new and known language • construct a short presentation that contains descriptions 	<p>Core language</p> <p><i>le/un supermarché</i> the/a supermarket <i>la/une charcuterie</i> the/a delicatessen (meat) <i>la/une boulangerie</i> the/a bakery <i>la/une boucherie</i> the/a butcher's <i>la/une pâtisserie</i> the/a cake shop <i>la/une poissonnerie</i> the/a fishmonger <i>l'/une épicerie</i> the/a grocer's <i>Il y avait ...</i> There was ... <i>C'était ...</i> It was ... <i>aujourd'hui</i> today <i>soixante-et-onze, 71, 72, 73,</i> etc <i>soixante-douze,</i> <i>soixante-treize,</i> etc <i>quatre-vingt-un, 81, 82, 83,</i> etc <i>quatre-vingt-deux,</i> <i>quatre-vingt-trois,</i> etc <i>quatre-vingt-onze, 91, 92, 93,</i> etc <i>quatre-vingt-douze,</i> <i>quatre-vingt-treize,</i> etc <i>mille</i> thousand <i>beaucoup de</i> a lot (of) <i>peu de</i> few</p> <p>Additional language for this unit <i>animé(e)</i> lively (m/f) <i>calme</i> calm <i>beau/belle</i> beautiful (m/f) <i>moderne</i> modern <i>vieux/vieille</i> old (m/f) <i>moche</i> ugly</p> <p>Additional language for teachers <i>Il n'y avait pas de ...</i> There wasn't/weren't any ...</p>	<p>make a short presentation, either from memory or by reading aloud from the text. Give children the opportunity to present their to one another in groups or pairs and to evaluate each other's work.</p>

		<p><i>IU 6.1 Compare attitudes towards aspects of everyday life</i></p> <p><i>IU 6.3 Present information about an aspect of culture</i></p>	<ul style="list-style-type: none"> • listen attentively to a spoken passage • make a short presentation, either from memory or by reading aloud from the text 	<p><i>Il/elle est né(e) en</i> He/she was born in ...</p>	
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Au parc d'attractions (QCA 23)</p> <p>At the theme park</p> <ul style="list-style-type: none"> • Entertainment • Money 	<p>O 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.3 Match sound to sentences and paragraphs</p> <p>L 6.4 Write sentences on a range of topics using a model</p> <p>IU 6.3 Present information about an aspect of culture</p>	<ul style="list-style-type: none"> • understand and say numbers 50 to 100 • ask the price of a theme park ride • understand and say a price in euros • take part in a short role play • provide written information using a simple planning sheet • express a preference using <i>c'était</i> • build compound sentences using <i>parce que</i> • devise strategies for learning new vocabulary • compare aspects of entertainment in England and France or a Frenchspeaking country • use a dictionary to find new words • listen attentively, understand and discuss key information in a short text • listen to and understand the main points and some detail from a short spoken passage • reconstitute a paragraph using text cards • read a paragraph aloud with confidence, enjoyment and expression • identify phrases about the past • develop a short text using a model 	<p>Core language</p> <p><i>un parc d'attractions</i> a theme park <i>passionnant</i> exciting <i>terrifiant</i> frightening <i>rapide</i> fast <i>sensationnel</i> amazing <i>marrant</i> funny <i>Je suis allé</i> (m); <i>Je suis allée</i> (f) I went <i>J'ai pris le train fantôme</i> I went for a ride on the ghost train <i>J'ai vu ...</i> I saw ... <i>J'ai entendu ...</i> I heard ... Additional language for this unit <i>le grand huit</i> the rollercoaster <i>le carrousel</i> the merry-go-round <i>le train fantôme</i> the ghost train <i>la grande roue</i> the big wheel <i>une entrée pour</i> one ticket for <i>taille minimum</i> minimum height <i>âge minimum</i> minimum age <i>Il faut mesurer ... cm</i> You must be ... cm tall <i>Il faut avoir ... ans</i> You must be ... years old <i>un squelette</i> a skeleton <i>un hibou</i> an owl <i>un loup</i> a wolf <i>une porte</i> a door <i>des chaînes</i> chains <i>des rats</i> rats <i>On va visiter un parc</i> We are going to visit a <i>d'attractions</i> theme park <i>les attractions</i> (f) the (theme park) rides <i>mon attraction préférée</i> (f) my favourite ride <i>Ça fait ... euros</i> That comes to ...</p>	<ul style="list-style-type: none"> • make a presentation to an audience or in front of a camera

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Quoi de neuf? What's in the news? (QCA 24)</p> <ul style="list-style-type: none"> • celebration and consolidation of learning • Looking at French newspapers. • Writing a newspaper article 	<p>O 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>O 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. <p>O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p><i>L 6.1 Read and understand the main points and some detail from a short written passage</i></p> <p><i>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</i></p> <p><i>L 6.3 Match sound to sentences and paragraphs</i></p> <p><i>L 6.4 Write sentences on a range of topics using a model</i></p>	<ul style="list-style-type: none"> • make comparisons between English and French sources of news • recognise a variety of texts in a newspaper • apply phonic knowledge to sound out the written word • share strategies for coping with new language or challenging texts • read and understand opinion phrases • recognise the importance of tone of voice when giving an opinion • recognise a positive or negative opinion • state an opinion • use a dictionary to aid comprehension • express a spoken opinion about news • work as a team to agree on and offer an opinion • ask a question to obtain an opinion • understand an opinion offered by someone else • create a written sentence to describe an opinion • answer the question 'why?' and give reasons • talk about their favourite newspaper columns • read and respond to a text • listen attentively • ask and answer questions about personal information • construct a written presentation or article to give personal information • apply most words correctly • present information in a variety of ways 	<p>Core language</p> <p><i>la rubrique météo</i> the weather column</p> <p><i>la rubrique mode</i> the fashion column</p> <p><i>la rubrique cuisine</i> the cookery column</p> <p><i>la rubrique sport</i> the sports column</p> <p><i>C'est intéressant / It is interesting / beau / trop long</i> beautiful / too long</p> <p><i>car as/since</i></p> <p><i>à mon/son avis</i> in my/his/her opinion</p> <p>Additional language for this unit</p> <p><i>la rubrique actualités</i> the current events column</p> <p>Additional language for teachers</p> <p><i>le journal / les journaux</i> the newspaper/newspapers</p> <p><i>un sondage</i> a survey</p> <p><i>pourquoi? why?</i></p>	<ul style="list-style-type: none"> • present information in a variety of ways

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6 recap unit	Raconte-moi une histoire! (QCA 9) Responding to a song Giving instructions. Use 'La Belle'	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. 	<ul style="list-style-type: none"> • Recognise and say key words in a song • understand that stories from different cultures may be similar • Hear the <i>r</i> sound in French words and phrases • Understand and respond to classroom instructions in French • Understand that verbs change when giving an order in French • Can recognise multiples of 10 up to 100 • Respond to multiples of 10 and say them in chorus • Recognise adjectives and nouns in French • Apply simple agreements to adjectives • Write simple sentences with support • Recognise adjectives and nouns in French • Apply simple agreements to adjectives • Write simple sentences with support • Sing a French song and act out the story • Perform the story in front of an audience • Recall and describe the agreement between nouns and adjectives 	<p><i>Regardez</i> Look <i>Répétez</i> Repeat <i>Ecoutez</i> Listen, <i>quarante</i> 40 <i>cinquante</i> 50, <i>soixante</i> 60 <i>soixante-dix</i> 70, <i>quatre-vingts</i> 80 <i>quatre-vingt-dix</i> 90, <i>cent</i> 100 <i>Il/Elle est ...</i> He/She is ... <i>grand/e</i> big (masculine/feminine) <i>petit/e</i> small (m/f) <i>vrai true, faux false</i> <i>le prince</i> the prince <i>la belle</i> Sleeping Beauty, <i>la méchante fée</i> the wicked fairy, <i>la haie d'épines</i> the hedge of thorns. <i>Ouvre les yeux</i> Open your eyes. <i>Tu dors cent ans</i> You will sleep for 100 years <i>charmant/e</i> charming <i>méchant/e</i> wicked <i>Levez-vous</i> Stand up <i>Asseyez-vous</i> Sit down <i>Levez la main / le doigt</i> Put your hand/finger up <i>Taisez-vous/Tais-toi</i> Be quiet (plural/singular) <i>Prends garde à toi</i> Watch out</p>	<ul style="list-style-type: none"> • Tell a story effectively • Perform in front of an audience

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6 recap unit	(4) Le Carnaval des Animaux (QCA 11) Animals and their habitats	<p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. <p>5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p>	<ul style="list-style-type: none"> • Name some animals • Give a physical response to something they hear • Name some animals • Recognise some words to describe the music • Understand the time • Understand and say a number of adjectives • Understand the agreement of simple nouns and adjectives • Pronounce the feminine form of some adjectives appropriately • Understand the use of the apostrophe with the article before a noun beginning with a vowel • Understand that French adjectives agree with the noun they describe • Say the names of some habitats • Say where some animals live • Understand simple role-plays • Ask and answer questions on different topics • Perform in front of an audience• <p>Extension: Introduce Je suis to enable children to say, for example, Je suis féroce.</p> <ul style="list-style-type: none"> • Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed. • More confident children will be able to prepare an extended dialogue. <p>Perform</p>	<p>Où habites-tu? Where do you live? J'habite dans ... I live in ...</p> <p>rapide quick lent slow rapidement quickly lentement slowly doucement softly fort strong, loud(ly) Quelle heure est-il? What's the time? une heure, deux heures, trois one o'clock, etc heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures</p> <p>Additional language for this unit le lion the lion le coq the cock le kangourou the kangaroo le poisson the fish le coucou the cuckoo l'éléphant (m) the elephant l'âne (m) the donkey l'oiseau (m) the bird la tortue the tortoise la poule the hen le cygne the swan timide timid féroce fierce plat flat C'est l'heure du carnaval! It's carnival time! la savane the savanna la forêt the forest la mer the sea une ferme a farm</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, eg A) Bonjour! B) Bonjour! A) Comment tu t'appelles? B) Je m'appelle Lion. Comment tu t'appelles? A) Je m'appelle Oiseau. Quel âge as-tu? B) J'ai 8 ans. A) J'ai une soeur. B) J'ai un frère. A) J'habite dans la forêt. B) J'habite dans la savane. A) Quelle heure est-il? B) Cinq heures.

					(Together) C'est l'heure du carnaval!
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Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6 Recap unit	<p>Quel temp fait-il? (QCA 12)</p> <p>What's the weather like?</p> <p>Weather clothing</p>	<p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>O 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>O 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. <p>L 4.1 Read and understand a range of familiar written phrases</p> <p>L 4.2 Follow a short familiar text, listening and reading at the same time.</p> <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p>	<ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they understand • recognise numbers to 40 when someone says them aloud • pronounce numbers to 40 with reasonable accuracy • memorise a rhyme • read and understand a range of familiar written phrases • use their knowledge of grammar to build sentences • understand the main points of a report • give a weather report describing the day, date, weather and appropriate clothing 	<p>Il neige It's snowing Il gèle It's freezing Quand ... il te faut ... When ... you need ... moins minus lundi 5 juin, etc Monday 5th June, etc le 5 juin, etc the 5th June, etc</p> <p>Additional language for this unit un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants gloves des bottes boots des lunettes de soleil sunglasses</p> <p>Additional language for teachers Qu'est-ce qu'il te faut? What do you need? Il fait quelle temperature? What temperature is it? Quelle est la date? What's the date? Voici la météo Here is the weather report aujourd'hui today</p>	<ul style="list-style-type: none"> • Children work in groups or pairs. give a weather report describing the day, date, weather and appropriate clothing

Year Group	Unit Title	Oracy Objectives (o) Literacy(L) Knowledge about language(KaL) Lang & Learning strategies (LLS)	Learning Outcome	Core Language	End Product
6	<p>Monter un café Creating a café (QCA 21)</p> <p>Drinks, snacks and ice creams.</p> <p>This unit would be best at the end of year 6 as a celebration of what they have learnt. They can run a café with real food for the opposite class or within classes.</p> <p>Linked to Tout le monde level 4 module 5 for shopping for food</p>	<p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> listen attentively, re-tell and discuss the main ideas agree or disagree with statements made about a spoken passage. <p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> recite a short piece of narrative either from memory or by reading aloud from text develop a sketch, role-play or presentation and perform to the class or an assembly. <p>○ 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> participate in simple conversations on familiar topics describe incidents or tell stories from their own experience, in an audible voice. <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <p>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L 6.3 Match sound to sentences and paragraphs</p> <p>L 6.4 Write sentences on a range of topics using a model</p>	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence identify some snacks and drinks from a list and pronounce these with reasonable accuracy use the perfect tense to talk about what a friend has eaten or drunk talk about the significance of cafés in people's lives recall and sing with confidence a song with several verses appreciate some similarities and differences between cultures and culinary traditions develop a role play participate in a conversation talk about prices in euros express an opinion using a complex sentence follow a simple recipe read aloud from a text perform a play with confidence 	<p><i>un coca</i> a cola <i>un milkshake</i> a milkshake <i>un chocolat chaud</i> a hot chocolate <i>un café</i> a (black) coffee <i>un café au lait</i> a coffee with milk <i>un paquet de chips</i> a packet of crisps <i>une limonade</i> a lemonade <i>une eau minérale</i> a mineral water <i>une tasse de thé</i> a cup of tea <i>une portion de frites</i> a portion of chips <i>une pizza</i> a pizza <i>Il/elle a mangé</i> He/she ate <i>Il/elle a bu</i> He/she drank <i>une glace au chocolat / a chocolat/strawberry/vanilla à la fraise / à la vanille</i> ice cream <i>Je ne comprends pas</i> I don't understand <i>Répétez, s'il vous plaît</i> Can you repeat please? (polite form) <i>un croque-monsieur</i> a toasted cheese and ham sandwich <i>un croque-madame</i> a toasted cheese, ham and egg sandwich <i>une salade niçoise</i> a tuna and egg salad <i>un diabolito menthe</i> a mint cordial with lemonade <i>des moules-frites</i> mussels and chips <i>une glace au cassis / au citron / a blackcurrant/lemon/toffee/ au caramel / à la framboise / raspberry/pistachio/mint/ à la pistache / à la menthe / apricot</i> ice cream <i>à l'abricot</i> Additional language for teachers <i>Qu'est-ce que tu as mangé/</i> What did you eat/drink <i>bu hier?</i> yesterday? <i>Qu'est-ce qu'il/elle a mangé/</i> What did he/she eat/drink <i>bu hier?</i> yesterday? <i>Qu'est-ce qu'il y a au menu?</i> What is on the menu? <i>les snacks</i> (m) the snacks <i>les boissons</i> (f) the drinks <i>les glaces</i> (f) the ice creams <i>un verre</i> a glass <i>un litre</i> a litre <i>une cuillère à soupe</i> a soup spoon</p>	<p>Use French for real purposes. Have a French café where children take in turns to be waiters and customers and to order food from a menu. (real food)</p>

		<p><i>IU 6.1 Compare attitudes towards aspects of everyday life</i></p> <p><i>IU 6.2 Recognise and understand some of the differences between people</i></p>		<p><i>une cuillère à café</i> a teaspoon</p> <p><i>selon le goût</i> according to taste</p> <p><i>Dégustez froid</i> Eat or drink chilled</p> <p><i>En anglais on dit ...</i> In English we say ...</p>	
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Year 6 have 4 new units which have a lot of new vocabulary in them. Because of SATs and other assessments for this year group I have included 3 revision topics from year 4/5, feel free to choose other units to best suit the class. Unit 21 has been put in at the end of the year so that it can be an end of year project for the classes where they run a French Café for their own or opposite class.