



## Languages at Spring Bank Primary School - French

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## Languages at Spring Bank Primary School

### Intent

It is our intent Spring Bank Primary School to provide all of our children with a high quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures and helps provide them with an understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. All pupils at Spring Bank Primary School will be expected to achieve their full potential in their foreign language learning (French) - the ultimate aim is that pupils will feel confident engaging in spoken French, develop skills in reading, listening and writing, and know how important languages will be in their future. Languages are an important aspect of Spring Bank Primary School due to so many different languages being spoken by our children. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Children have weekly lessons in French throughout Key Stage 2, using sequenced units of work from the Wakefield Scheme (published by La Jolie Ronde). In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

We encourage all pupils to develop a genuine interest and curiosity about languages which will help them to continue their language learning past KS2.

### Overview of Units

An overview of units is provided so that progression of units throughout the school is clear.

	Year 3	Year 4	Year 5	Year 6
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<b>Autumn Term</b>	Numbers to 10 Greetings Classroom instructions Christmas	Parts of the body Asking for a translation Zoo animals Adjectives and quantifiers Christmas	Buildings on the high street Directions Times of the Day Christmas	Classroom routines Classroom objects Clothes Families Occupations
<b>Spring Term</b>	Introductions – name and age Colours Fruit Easter	Members of the family Story vocabulary Pets Easter	Months of the Year Comparisons Food Breakfast	Rooms of the house Prepositions Furniture Countries
<b>Summer Term</b>	Food Days of the week Months of the year	Hobbies Numbers 10-31 Weather (two phrases) Clothes for holiday	Desserts Weather Where you live	Holidays Transport

## Scheme of Work Overview

### Year 3

#### Autumn Term

Lesson number in folder	Content	Core vocabulary	Phonics	Grammar	Key skills and activities
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<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>Numbers 0-10</li> </ul>	<ul style="list-style-type: none"> <li>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</li> <li>Oui, non</li> </ul>	<ul style="list-style-type: none"> <li>&lt;eu&gt; as in deux</li> <li>&lt;oi&gt; as in trois</li> <li>&lt;qu&gt; as in quatre</li> <li>&lt;ui&gt; as in huit</li> <li>&lt;i&gt; as in six, dix</li> <li>&lt;x&gt; as in six, dix</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions-oui or non</li> </ul>	<ul style="list-style-type: none"> <li>Watch mouth of speaker carefully to help pronunciation</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>Greetings – asking how you are</li> </ul>	<ul style="list-style-type: none"> <li>Bonjour, au revoir, comment ça va? Très bien, bien, comme ci comme ça, mal</li> <li>Excellent, super</li> </ul>	<ul style="list-style-type: none"> <li>&lt;ç&gt; as in ça va</li> <li>&lt;oi&gt; as in revoir</li> <li>&lt;j&gt; as in bonjour</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Adjectives - Très bien, bien, mal, excellent, super</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to rhymes</li> <li>Imitate pronunciation</li> <li>Participate in a short exchange</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>Classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Salut!</li> <li>Un/une</li> <li>Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence</li> </ul>	<ul style="list-style-type: none"> <li>&lt;u&gt; as in salut</li> <li>&lt;en&gt; as in silence</li> <li>&lt;ez&gt; as in écoutez, regardez, levez, répétez, venez</li> </ul>	<ul style="list-style-type: none"> <li>Command sentences and imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Auditory discrimination between un and une</li> <li>Enjoy making French sounds and copy intonation patterns</li> <li>Listen to and follow simple commands</li> </ul>
<b>Christmas lessons</b>	<ul style="list-style-type: none"> <li>Nativity play – characters and simple dialogue</li> <li>Letter to Father Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Marie, Joseph, Jésus, les bergers, les moutons, les rois, un ange, l’aubergiste, les enfants, Bethléem, le bébé</li> <li>Un cadeau, une étoile, une écurie, une chambre</li> </ul>	<ul style="list-style-type: none"> <li>&lt;oi&gt; as in rois</li> <li>&lt;eau&gt; as in cadeau</li> <li>&lt;on&gt; as in moutons</li> </ul>		<ul style="list-style-type: none"> <li>Perform a role in a class nativity play</li> <li>Join in singing a French carol</li> <li>Experiment with writing</li> </ul>

<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>Ask for and give name</li> </ul>	<ul style="list-style-type: none"> <li>Comment t'appelles-tu?</li> <li>Je m'appelle</li> <li>Monsieur, Madame, Mademoiselle</li> </ul>	<ul style="list-style-type: none"> <li>&lt;u&gt; as in tu</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Verb – appelle/appelles (called)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise question form</li> <li>Perform a simple communicative task</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>Ask for and give age</li> </ul>	<ul style="list-style-type: none"> <li>Quel âge as-tu?</li> <li>J'ai....ans</li> </ul>	<ul style="list-style-type: none"> <li>&lt;an&gt; as in ans</li> <li>&lt;a&gt; as in âge</li> </ul>	<ul style="list-style-type: none"> <li>Verb as/ai (have)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in choring a finger rhyme</li> <li>Understand and respond to a question</li> <li>Explain that in French we talk about age as something we have</li> <li>Make links between sounds and spellings and recognise some familiar words in written form.</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>Rouge, blanc, bleu, noir, vert, jaune, orange, rose, gris, violet, marron</li> <li>Marchez, lentement, plus vite, tournez</li> </ul>	<ul style="list-style-type: none"> <li>&lt;oi&gt; as in noir</li> <li>&lt;eu&gt; as in bleu</li> <li>&lt;au&gt; as in jaune</li> </ul>	<ul style="list-style-type: none"> <li>Verb – est (is)</li> <li>Verb – marches (march)</li> <li>Conjunction – et (and)</li> <li>Adjectives – colours</li> <li>Adverbs – lentement, vite</li> </ul>	<ul style="list-style-type: none"> <li>Warm up for a PE lesson</li> <li>Learn how to say colours</li> <li>Play Snails' Pace Race</li> <li>Listen to a rhyme</li> <li>Perform actions to a French song</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>Quelle est ta couleur préférée?</li> <li>Différent, multicolore, fantastique</li> </ul>	<ul style="list-style-type: none"> <li>&lt;é&gt; as in préférée, différent</li> <li>&lt;qu&gt; as in fantastique</li> </ul>	<ul style="list-style-type: none"> <li>Adjective – préférée (favourite), différent, (different), multicolore</li> </ul>	<ul style="list-style-type: none"> <li>Colours game</li> <li>Elmer</li> <li>Write a short sentence</li> </ul>

				(multi-coloured) fantastique (fantastic) <ul style="list-style-type: none"> <li>Position of adjectives in a sentence</li> </ul>	
<b>Summer Term</b>					
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>Names of fruit</li> <li>Food items</li> </ul>	<ul style="list-style-type: none"> <li>Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes, les cerises</li> <li>Onze, douze</li> <li>Les chips, le coca, les sucettes, le chocolat, les bonbons</li> <li>Bon, mauvais, sante</li> </ul>	<ul style="list-style-type: none"> <li>&lt;on &gt; as in bon</li> <li>&lt;ai&gt; as in fraises</li> </ul>	<ul style="list-style-type: none"> <li>Adjective – bon (good), mauvais (bad)</li> <li>Position of adjectives in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to questions about healthy eating</li> <li>Describe fruit using colours</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>Fruit</li> <li>Numbers 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Il était une fois</li> </ul>	<ul style="list-style-type: none"> <li>&lt;oi&gt; as in fois</li> </ul>		<ul style="list-style-type: none"> <li>Making a rap about fruit</li> <li>Listen and respond to a nursery rhyme with numbers</li> <li>The Hungry Caterpillar</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Les jours</li> <li>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</li> </ul>	<ul style="list-style-type: none"> <li>&lt;ou&gt; as in jours</li> <li>&lt;au&gt; as in chaud</li> </ul>	<ul style="list-style-type: none"> <li>Verbs – fermez (close), ouvrez (open)</li> <li>Adjectives – chaud (hot), frais (cold)</li> </ul>	<ul style="list-style-type: none"> <li>The Hungry Caterpillar</li> <li>Sing a song about the days of the week and play a hot/cold game</li> </ul>

		<ul style="list-style-type: none"> <li>• Fermez les yeux, ouvrez les yeux</li> <li>• Chaud, frais</li> </ul>		<ul style="list-style-type: none"> <li>• Lower case for days of the week</li> </ul>	
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Les mois</li> <li>• janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;a&gt; as in janvier</li> <li>• &lt;in&gt; as in juin</li> </ul>	<ul style="list-style-type: none"> <li>• Lower case for months</li> </ul>	<ul style="list-style-type: none"> <li>• Months of the year rap</li> <li>• Mexican wave activity about months</li> <li>• Months of the year song</li> <li>• Birthday Months game</li> <li>• Miming game about months</li> </ul>

## Scheme of Work Overview

### Year 4

#### Autumn Term

Lesson number in folder	Content	Core vocabulary	Phonics	Grammar	Key skills and activities
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>• Revision of colours from Y3</li> <li>• Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles</li> <li>• grand/grande, petti/petite, gros/grosse, long/longue, pointu/pointue</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives - grand, petit, gros, long, pointu</li> <li>• Note change of spelling and pronunciation of adjectives according to the noun (petit/petite)</li> </ul>	<ul style="list-style-type: none"> <li>• Revise colours</li> <li>• French rhyme – Pommes de reinette</li> <li>• Listen to and follow a short story</li> <li>• Name five parts of the body</li> <li>• Pictionary – parts of the body</li> </ul>

<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>• More parts of the body</li> <li>• Revise adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• La jambe, le pied, le ventre, l'épaule, le genou, le bras, la main</li> <li>• Long/logue, énorme/énorme</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;ou&gt; as in bouche, genou</li> </ul>	<ul style="list-style-type: none"> <li>• Definite article: la, le, les</li> <li>• Indefinite article: un, une, des</li> <li>• Plurals: l'épaule/les épaules, etc</li> <li>• Question – Comment dit-on...en français?</li> </ul>	<ul style="list-style-type: none"> <li>• Extend known parts of the body</li> <li>• Song: La tête, les épaules, les genoux</li> <li>• Dans la forêt lointaine – spot the &lt;ou&gt; phoneme</li> <li>• Body parts guessing game</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>• Comparing nursery rhymes in French and English</li> </ul>	<ul style="list-style-type: none"> <li>• Une araignée, plancher</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;gn&gt; as in araignée</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Une araignée sur le plancher – French nursery rhyme – words then song</li> <li>• Perform rhyme with actions</li> <li>• Listen to a text about a monster – spot the body parts and colours</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>• Zoo animals</li> <li>• Letters of the alphabet</li> <li>• Vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Le tigre, l'éléphant, l'ours, la souris, le lion, la giraffe, le singe, le crocodile, le pingouin</li> <li>• Maman</li> <li>• Un cadeau, une étoile, une écurie, une chambre</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;é&gt; as in échappé, hésite.</li> <li>• &lt;ê&gt; as in arête, flèche</li> </ul>	<ul style="list-style-type: none"> <li>• Question – Il y avait combien de tigre?</li> <li>• Letters of the alphabet</li> <li>• Les voyelles</li> </ul>	<ul style="list-style-type: none"> <li>• Read 'Maman' – story about animals. Count them e.g.un, deus, trois crocodiles</li> <li>• Trip to the zoo story – clap syllables and rhymes.</li> <li>• Build sentences to describe story.</li> </ul>

<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Revise vowels</li> <li>• Revisit days of the week</li> <li>• Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Genti, intelligent, rigolo, féroce</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;i&gt; as in lundi, mardi, mercredi, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences – noun, verb, adjective</li> <li>• Questions – Il est comment l'éléphant? Il est de quelle couleur?</li> <li>• Quantifiers – assez, très</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week game</li> <li>• Spelling game &lt;i&gt; as in lundi – days of the week, colours and body parts</li> <li>• Asking and answering questions to describe animals</li> <li>• Revision of the verb 'est'</li> <li>• Writing sentences to describe animals</li> <li>• Pass the anagram parcel</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>• Perform a play</li> <li>• Play a game</li> <li>• Weather</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Qu'est-ce que c'est?</li> <li>• Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux</li> <li>• Il fait froid, il neige</li> <li>• À toi, à moi</li> <li>• Le dé</li> <li>• Voici</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;ei&gt; as in neige</li> <li>• &lt;ch&gt; as in chapeau, écharpe</li> </ul>	<ul style="list-style-type: none"> <li>• Question – Qu'est-ce que c'est?</li> <li>• Possessive pronouns – your turn, my turn</li> </ul>	<ul style="list-style-type: none"> <li>• Drama activity – making a snowman</li> <li>• Beetle game – Scarabée – making a snowman</li> <li>• Weather song</li> </ul>
<b>Spring Term</b>					
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>• Revision - clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Oh là là!</li> <li>• J'aime ça!</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;à&gt; as in là</li> </ul>	<ul style="list-style-type: none"> <li>• Singular/plural agreement</li> <li>• Verbs – aimer, jouer</li> <li>• Questions – Tu veux jouer avec moi?</li> </ul>	<ul style="list-style-type: none"> <li>• Snowman dress up song</li> <li>• Write speech bubbles for snowmen</li> <li>• Boules de neige recipe</li> </ul>

				<ul style="list-style-type: none"> <li>Exclamations - Oh là là! J'aime ça!</li> </ul>	
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>Poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Le moulin, vite, le meunier, fort, le lapin, le poussin, le châton, dors</li> </ul>	<ul style="list-style-type: none"> <li>&lt;in&gt; as in moulin</li> <li>&lt;on&gt; as in mon and dans</li> </ul>	<ul style="list-style-type: none"> <li>Questions – Où est le poussin? Qu'est-ce qu'il y a dans le sac?</li> <li>Adjectives – vite, fort</li> </ul>	<ul style="list-style-type: none"> <li>Song – Meunier tu dors, identify rhymes and missing words</li> <li>Game – what's in the bag?</li> <li>Sequence phrases from a story</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>Family members</li> <li>Il and elle</li> </ul>	<ul style="list-style-type: none"> <li>La père, papa, la mère, maman, le frère, la soeur, le grand- père, la grand-mère</li> <li>mon, ma</li> <li>il/elle s'appelle</li> </ul>	<ul style="list-style-type: none"> <li>&lt;è&gt; as in père, mère, frère</li> <li>&lt;a&gt; as in grand-père, grand- mère</li> <li>&lt;oeu&gt; as in soeur</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns – mon, ma, il, elle</li> <li>Question – Est-ce que c'est le père ?</li> </ul>	<ul style="list-style-type: none"> <li>Family questions activity</li> <li>Family rap</li> <li>Memory game – family members</li> <li>Song about families</li> <li>Role play – introducing family</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>Ask for and give information about family</li> <li>Family life in France</li> </ul>	<ul style="list-style-type: none"> <li>As-tu des frères ou des soeurs?</li> <li>Oui, j'ai..</li> <li>Non, je n'ai pas de frères</li> <li>Non, je n'ai pas de soeurs</li> <li>Non, je n'ai ni frères ni soeurs</li> </ul>	<ul style="list-style-type: none"> <li>&lt;ai&gt; as in j'ai, n'ai</li> </ul>	<ul style="list-style-type: none"> <li>Question - As-tu des frères ou des soeurs?</li> <li>Singular/plural – 's' in plurals is not pronounced</li> </ul>	<ul style="list-style-type: none"> <li>Pass the Parcel – matching vocabulary</li> <li>Singular and plural game</li> <li>Watch a family video</li> <li>Song – Ma Famille</li> <li>Question and answer game</li> <li>French lullaby - Fais Dodo</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>Comparing traditional stories in French and English</li> </ul>	<ul style="list-style-type: none"> <li>La petit fille</li> <li>Le chat, la souris, un chien, un hamster, un</li> </ul>	<ul style="list-style-type: none"> <li>Initial letters – ça commence par c</li> <li>&lt;ien&gt; as in chien</li> <li>&lt;oi&gt; as in oiseau</li> </ul>	<ul style="list-style-type: none"> <li>Nouns – animals</li> <li>Verbs – tirer, tomber</li> <li>Exclamation - Il faut arracher!</li> </ul>	<ul style="list-style-type: none"> <li>French story – Le Radis Géant</li> <li>Explore repetitive phrases – compare with The Three Little Pigs, Goldilocks and the Three Bears.</li> </ul>

	<ul style="list-style-type: none"> <li>Pets</li> </ul>	<p>poussin, un cochon d'Inde, un oiseau</p> <ul style="list-style-type: none"> <li>Tirer, tomber, pense</li> <li>Radis, géant</li> <li>Il faut arracher!</li> <li>Je pense à un animal...</li> <li>ça commence par c</li> <li>les lettres, les syllabes</li> </ul>			<ul style="list-style-type: none"> <li>Unscramble the anagrams</li> <li>Identify nouns and verbs</li> <li>Drama activity – Le Radis Géant</li> <li>Pets game – noughts and crosses</li> <li>Spelling game - pets</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>Revision of Pets</li> <li>Pets in France</li> </ul>	<ul style="list-style-type: none"> <li>J'ai, je n'ai pas de,</li> <li>Et, aussi</li> <li>As-tu un animal à la maison?</li> </ul>	<ul style="list-style-type: none"> <li>&lt;au&gt; as in aussi</li> </ul>	<ul style="list-style-type: none"> <li>Singular/plural – exceptions (e.g. oiseaux)</li> </ul>	<ul style="list-style-type: none"> <li>Song – As-tu un animal à la maison? Match the pets.</li> <li>Video – pets</li> <li>Singular/plural activity</li> <li>Pets survey</li> <li>Present results of survey</li> <li>Describe the animal in the bag</li> <li>French poem – Un Petit Lapin. Perform actions.</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>Revision – name, age, family, pets</li> </ul>	<ul style="list-style-type: none"> <li>assez</li> </ul>	<ul style="list-style-type: none"> <li>Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>Using a French to English dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Speech bubbles – questions and answers</li> </ul>
<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>Easter</li> <li>Easter in France</li> </ul>		<ul style="list-style-type: none"> <li>Relevant pronunciation/ incidental phonics</li> </ul>		<ul style="list-style-type: none"> <li>Poem – Jano Lapin</li> <li>Describe the Easter eggs</li> </ul>
<b>Summer Term</b>					
<b>Lesson 15</b>	<ul style="list-style-type: none"> <li>Word classes</li> </ul>	<ul style="list-style-type: none"> <li>Par ici, par là</li> <li>Il court le furet</li> </ul>	<ul style="list-style-type: none"> <li>&lt;on &gt; as in bon</li> <li>&lt;ou&gt; as in court</li> </ul>	<ul style="list-style-type: none"> <li>Adjective – bon (good), mauvais (bad)</li> </ul>	<ul style="list-style-type: none"> <li>Sorting words into dictionary order</li> </ul>

	<ul style="list-style-type: none"> <li>Alphabetical order</li> </ul>				<ul style="list-style-type: none"> <li>Find words in a French to English dictionary</li> <li>Traditional French song – Il court le furet with actions</li> </ul>
<b>Lesson 16</b>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Finding common phonemes and rhymes in words</li> <li>Dictation</li> </ul>	<ul style="list-style-type: none"> <li>Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc</li> </ul>	<ul style="list-style-type: none"> <li>&lt;an&gt; as in danser</li> <li>&lt;er&gt; as in regarder, télé, (same sound, different grapheme)</li> </ul>	<ul style="list-style-type: none"> <li>Verbs – jouer, manger, regardez, aller, danser</li> <li>Verb exception - lire</li> </ul>	<ul style="list-style-type: none"> <li>Listen to common sounds and note spellings.</li> <li>Miming game – hobbies</li> <li>Vocabulary game – Beat the Clock, Mexican Wave</li> <li>Links to English – danser/dance, regard/watch, manger – animals eat in a manger, etc.</li> <li>Dictation – hobbies</li> <li>Song – Au feu, les pompiers! with actions</li> </ul>
<b>Lesson 17</b>	<ul style="list-style-type: none"> <li>Opinions about hobbies</li> </ul>	<ul style="list-style-type: none"> <li>J’adore, j’aime, je n’aime pas</li> <li>Mes passe-temps</li> </ul>	<ul style="list-style-type: none"> <li>Relevant pronunciation/incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>Verb – adorer</li> </ul>	<ul style="list-style-type: none"> <li>Recall verbs from last lesson</li> <li>Express positive/negative opinions about pastimes</li> <li>Hobbies game</li> <li>Read paragraph and highlight likes/dislikes in different colours</li> <li>Presentation about hobbies</li> <li>Poster about hobbies</li> </ul>
<b>Lesson 18</b>	<ul style="list-style-type: none"> <li>Interviews about hobbies</li> <li>Numbers 13-40</li> </ul>	<ul style="list-style-type: none"> <li>Tu aimes...?</li> <li>Merci, au revoir</li> </ul>	<ul style="list-style-type: none"> <li>&lt;é&gt;as in brulée, et, est (same sound, different grapheme)</li> </ul>	<ul style="list-style-type: none"> <li>Infinitives – jouer, danser, regarder, etc</li> </ul>	<ul style="list-style-type: none"> <li>Chinese Whispers</li> <li>Questions about hobbies</li> <li>Au feu les pompiers! – perform an action when you hear &lt;é&gt; as in é, et, est</li> </ul>



					<ul style="list-style-type: none"> <li>• Produce an interview about hobbies in pairs</li> <li>• Learn and practise saying numbers to 40 from video</li> <li>• Answer sums in French</li> </ul>
<b>Lesson 19</b>	<ul style="list-style-type: none"> <li>• Play a popular French game</li> <li>• Compare leisure activities in France and the UK</li> <li>• Compass directions</li> </ul>	<ul style="list-style-type: none"> <li>• Où?</li> <li>• En bateau, en voiture, en car, en train, en avion</li> <li>• la pétanque</li> <li>• les boules, cochonnet</li> <li>• le nord, le sud, l'ouest, l'est</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;eau&gt; as in bateau</li> <li>• &lt;où&gt; as in où</li> <li>• &lt;e&gt; as in en</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Learn some facts about pétanque and why it is so popular, particularly in the south of France.</li> <li>• Make connections between leisure activities and climate.</li> <li>• Play pétanque and use French to record distances and scores.</li> <li>• Show a map of France and learn compass directions.</li> <li>• Show locations of cities – Paris, Calais, Bordeaux, Strasbourg, Pau. Learn some facts about each place.</li> <li>• Learn two ports and two airports (Paris: Orly/Charles de Gaulle).</li> <li>• Learn about the Channel Tunnel.</li> <li>• Learn modes of transport and play memory games,</li> </ul>

## Scheme of Work Overview

Year 5

Autumn Term					
Lesson number in folder	Content	Core vocabulary	Phonics	Grammar	Key skills and activities
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>Shops on the high street</li> <li>Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Il y a</li> <li>La rue principale</li> <li>Un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements</li> <li>Les bosses</li> </ul>	<ul style="list-style-type: none"> <li>Revision of &lt;é&gt; as in café</li> <li>&lt;in&gt; as in magasin</li> <li>&lt;an&gt; as in banque</li> </ul>	<ul style="list-style-type: none"> <li>Negatives</li> <li>Gender revision</li> <li>Patterns in simple sentences</li> <li>Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Action rhyme – Mon chapeau</li> <li>Buildings and shops in the high street (Headingley)</li> <li>Images of main streets in French cities</li> <li>Battleship game</li> <li>Song - Dans ma rue</li> <li>Sentence games about the high street</li> <li>Plan of the high street</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>The high street</li> <li>Sentence manipulation</li> <li>Basic directions – left/right</li> </ul>	<ul style="list-style-type: none"> <li>Et, petit, grand, aussi, à gauche, à droite</li> </ul>	<ul style="list-style-type: none"> <li>Revision of &lt;i&gt; as in petit, aussi</li> <li>Revision of &lt;a&gt; as in grand</li> <li>Revision of &lt;oi&gt; as in droite</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating language by changing an element in a sentence</li> <li>Patterns in simple sentences</li> <li>Apply knowledge of rules when building sentences</li> <li>Prepositions</li> <li>Nouns</li> <li>Adjectives</li> <li>Verbs</li> <li>Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Complete plan of high street with labels and sentences</li> <li>Extend sentences with adjectives and prepositions</li> <li>Pass the Parcel with French song and colour coded word classes</li> <li>Directions game with numbers</li> <li>Song - à gauche, à droite</li> <li>Manipulating sentences activity using colour coded word classes</li> <li>Prepare sentences to deliver to the class</li> </ul>

<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>• The high street</li> <li>• Further directions</li> <li>• Conversational pauses</li> </ul>	<ul style="list-style-type: none"> <li>• Il y a, ici, c'est, au coin</li> <li>• Et alors, eh bien, mmm, voyons, oui</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of &lt;au&gt; as in au</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> <li>• Questions and answers about directions Prepositions</li> <li>• Nouns</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Memory games to practise shop names</li> <li>• Practise dialogue – asking and answering questions about directions</li> <li>• Conversational pauses – compare with English pauses.</li> <li>• Work in pairs to produce a short conversation and record.</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>• The high street</li> <li>• Times of the day</li> <li>• Telling the time – on the hour and half past</li> </ul>	<ul style="list-style-type: none"> <li>• Matin, après-midi, soir, à 10 heures, à 4 heures et demie, très, assez</li> <li>• Calme, proper, animé, salè</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;è&gt; as in après-midi, très</li> <li>• Revision of &lt;oir&gt; as in soir</li> <li>• Revision of &lt;in&gt; as in matin</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Song – Days of the Week (revision)</li> <li>• Words with similar endings activity</li> <li>• Time phrases and matching activity</li> <li>• Using bilingual dictionaries</li> <li>• Sort adjectives into positive and negative</li> <li>• Express opinions of the high street at different times of day</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Story – Le petit Thomas</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of known vocabulary – body parts, directions, hobbies, opinions</li> <li>• sage</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs – adorer, aimer, détester</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions about what is happening in the story</li> <li>• Matching game – text and images from the story</li> </ul>

					<ul style="list-style-type: none"> <li>• Sketch Thomas's route from the story</li> <li>• Write about his likes/dislikes</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>• Christmas – L'arbre de Noël</li> </ul>	<ul style="list-style-type: none"> <li>• La forêt, il neige, un sapin, je brille, une bougie</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;in&gt; as in sapin</li> <li>• &lt;ll&gt; as in brille</li> </ul>	<ul style="list-style-type: none"> <li>• Negatives</li> </ul>	<ul style="list-style-type: none"> <li>• Decorating a Christmas tree</li> <li>• Finger rhyme – Joyeux Noël,</li> <li>• Short French play – follow transcript and match pictures with text (first half)</li> <li>• Song – Etolie de Noël</li> <li>• Practise play roles</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>• Christmas – L'arbre de Noël</li> </ul>	<ul style="list-style-type: none"> <li>• lentement</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;ent&gt; as in lentement</li> </ul>		<ul style="list-style-type: none"> <li>• Read second half of play</li> <li>• Song – lentement</li> <li>• Preparation of French sweet 'Etoiles de Noël</li> <li>• Practise play and sing carols</li> </ul>
<b>Spring Term</b>					
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>• Keeping fit</li> </ul>	<ul style="list-style-type: none"> <li>• Jouer au..., nafer, faire du jogging, je vais, encore</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;ai&gt; as in vais</li> </ul>	<ul style="list-style-type: none"> <li>• Simple future tense – compare sentence structure to English</li> <li>• Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy discussion</li> <li>• Revise Days of the Week song</li> <li>• Compare English words to French ones</li> <li>• Matching game – hobbies</li> <li>• Translate short paragraph – hobbies and opinions. Substitute own words to change meaning.</li> <li>• Write a keep fit plan using the future tense</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>• Keeping healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Trente, quarante, cinquante</li> </ul>	<ul style="list-style-type: none"> <li>• Graphemes that sound like &lt;on&gt;</li> </ul>		<ul style="list-style-type: none"> <li>• Use a bilingual dictionary to list hobbies</li> </ul>

	<ul style="list-style-type: none"> <li>Numbers from 30 to 59</li> </ul>		<p>as in ballon, rond, jouons, monde, attention</p>		<ul style="list-style-type: none"> <li>Playground game – Jouons au ballon! – identify rhyming sounds</li> <li>Check pulse rate using new numbers</li> <li>Bingo game</li> <li>Snakes and Ladders</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>Keeping healthy</li> <li>Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Plus, que</li> </ul>	<ul style="list-style-type: none"> <li>Revision of &lt;e&gt; as in que</li> <li>Revision of &lt;u&gt; as in plus</li> </ul>	<ul style="list-style-type: none"> <li>Future tense – je vais</li> <li>Question – Qu’est-ce que tu vas faire?</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a conversation about pulse rate</li> <li>Undertake a given activity and record pulse</li> <li>Practise questions and answers about what they are going to do</li> <li>Practise comparative statements about pulse rate</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>Keeping healthy</li> <li>Food – likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Le pain, la baguette, le riz, les pâtes, les pommes de terres, le jambon, le poussin, le fromage, l’eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, la salade, les carottes, les petit pois</li> </ul>	<ul style="list-style-type: none"> <li>&lt;c&gt; as on glace</li> <li>Revision of &lt;on&gt; as in jambon</li> <li>Any other vowel/consonants as needed</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating language by changing an element in a sentence</li> <li>Questions about food likes/dislikes</li> <li>Positive/negative answers</li> </ul>	<ul style="list-style-type: none"> <li>Discussion – which foods are considered ‘typical’ English foods.</li> <li>What foods might you encounter if staying with a French family?</li> <li>Language games – match pictures to food names.</li> <li>Short video sequence – children buying food</li> <li>Read a presentation about food likes/dislikes</li> <li>Use a bilingual dictionary to look up food items</li> </ul>

					<ul style="list-style-type: none"> <li>• Listen to a modelled conversation about likes/dislikes</li> <li>• Recall conversational pauses</li> <li>• Ask/answer questions about food likes/dislikes</li> </ul>
<b>Year 5 Lesson 12</b>	<ul style="list-style-type: none"> <li>• Keeping healthy – balanced eating</li> </ul>	<ul style="list-style-type: none"> <li>• Et, mais, aussi</li> <li>• Les proteins, les hydrates de carbone</li> </ul>	<ul style="list-style-type: none"> <li>• Any other vowel/consonants as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions to link sentences – et, mais, aussi</li> </ul>	<ul style="list-style-type: none"> <li>• Present pair work conversations about food likes/dislikes</li> <li>• Link two sentences with a conjunction</li> <li>• Practise writing sentences</li> <li>• Presentation in pairs involving extended sentences</li> <li>• Food groups and a balanced diet, foods which are high in fat/sugar</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>• Food and eating habits in France</li> </ul>	<ul style="list-style-type: none"> <li>• Un gouter, la pamplemousse, le dinde, la pêche, le thon, le porc</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;th&gt; as in thon</li> <li>• Any other vowel/consonants as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional rhyme – Pan, pan, pan</li> <li>• Compare school lunch menus in France/England</li> <li>• Listen to a discussion about French customs and compare their own</li> <li>• Watch a video sequence about aspects of French life</li> </ul>
<b>Summer Term</b>					
<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>• French breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Un croissant, un pain au chocolat,</li> </ul>		<ul style="list-style-type: none"> <li>• Questions – Tu veux...?</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a French video breakfast scene</li> </ul>

		<p>un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange</p> <ul style="list-style-type: none"> <li>• Tu veux...?</li> <li>• Je voudrais...</li> </ul>			<ul style="list-style-type: none"> <li>• Learn about typical eating habits in France</li> <li>• Match breakfast vocabulary to pictures</li> <li>• Breakfast role play</li> </ul>
<b>Lesson 15</b>	<ul style="list-style-type: none"> <li>• Traditional French dessert</li> </ul>	<ul style="list-style-type: none"> <li>• La beurre, le sucre, des oeufs, le sel</li> <li>• La mousse au chocolat</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;oeu&gt; as in oeufs</li> </ul>	<ul style="list-style-type: none"> <li>• Commands</li> <li>• Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Read ingredients for a French recipe – mousse au chocolat</li> <li>• Watch the preparation and listen to audio recording of method</li> <li>• Sequence the instructions</li> <li>• Write a shopping list</li> </ul>
<b>Lesson 16</b>	<ul style="list-style-type: none"> <li>• Date and Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Il fait froid,</li> <li>• Il fait chaud</li> <li>• Il fait beau</li> <li>• Il fait mauvais</li> <li>• Il y a de soleil</li> <li>• Il ya du vent</li> <li>• Il y a du brouillard</li> <li>• Il pleut</li> <li>• Il neige</li> <li>• Aujourd'hui, c'est</li> </ul>	<ul style="list-style-type: none"> <li>• Same sound, different grapheme: &lt;è&gt; as in fait, soleil, neige</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> <li>• Use colour coded cards to exchange same word classes</li> </ul>	<ul style="list-style-type: none"> <li>• Revise days of the week</li> <li>• Re-sequence months of the year</li> <li>• Song – Months of the year</li> <li>• Audio recording – series of dates to match</li> <li>• Listen to a weather forecast</li> <li>• Miming game – weather</li> <li>• Fill in the missing letters in weather expressions</li> <li>• Song – Sur la route de Châtillon</li> <li>• Practise weather expressions</li> <li>• Watch a DVD sequence of children describing weather conditions in different towns and identify</li> </ul>

<b>Lesson 17</b>	<ul style="list-style-type: none"> <li>Weather and Seasons</li> </ul>	<ul style="list-style-type: none"> <li>En automne, en hiver, au printemps, en été</li> <li>Normalement, en général</li> </ul>	<ul style="list-style-type: none"> <li>&lt;om&gt; as in automne</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating language by changing an element in a sentence</li> <li>Question – Quelle temps fait-il?</li> </ul>	<ul style="list-style-type: none"> <li>Share information about climate in France.</li> <li>Produce a short rhyming piece using example provided</li> <li>Song - Quelle temps fait-il?</li> <li>Produce a weather report</li> <li>Manipulate given sentences to describe the weather in different seasons</li> <li>Describe the climate in England</li> </ul>
<b>Lesson 18</b>	<ul style="list-style-type: none"> <li>Weather</li> <li>Where you live</li> <li>Compass points</li> </ul>	<ul style="list-style-type: none"> <li>J’habite à.....</li> <li>Dans le nord</li> <li>Dans le sud</li> <li>Dans l’ouest</li> <li>Dans l’est</li> <li>de l’Angleterre</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation rules about ends of words (vent, dans, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Song – Vive le vent</li> <li>Read a weather report and answer questions</li> <li>Listen to example sentences about towns and France and compass directions</li> <li>Manipulate sentences to describe where they live</li> </ul>
<b>Lesson 19</b>	<ul style="list-style-type: none"> <li>Similarities and differences between UK and France</li> <li>Dangers of stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Tu aimes...?</li> <li>Merci, au revoir</li> </ul>	<ul style="list-style-type: none"> <li>&lt;é&gt;as in brulée, et, est (same sound, different grapheme)</li> </ul>	<ul style="list-style-type: none"> <li>Infinitives – jouer, danser, regarder, etc</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a discussion about characteristics and habits of different nations and consider the dangers of stereotyping</li> <li>View and consider objects and symbols which form part of our daily lives</li> </ul>

## Scheme of Work Overview

Year 6					
Autumn Term					
Lesson number in folder	Content	Core vocabulary	Phonics	Grammar	Key skills and activities
Lesson 1	<ul style="list-style-type: none"> <li>En classe</li> </ul>	<ul style="list-style-type: none"> <li>Je suis présente</li> <li>Il est absent</li> <li>Elle est absente</li> <li>Aujourd'hui c'est le mardi 8 septembre</li> <li>Un stylo</li> <li>Un crayon</li> <li>Une gomme</li> <li>Un taille-crayon</li> <li>Des ciseaux</li> <li>Un cahier</li> <li>Un sac</li> <li>J'ai</li> <li>Je n'ai pas de</li> <li>Tu es prêt(e)?</li> </ul>	<ul style="list-style-type: none"> <li>&lt;e&gt; as in en, présente, absent</li> <li>&lt;ill&gt; as in taille-crayon</li> <li>&lt;o&gt; as in stylo</li> </ul>	<ul style="list-style-type: none"> <li>Negatives</li> <li>Adjectives – masculine/femimine: absent(e), prêt(e)</li> </ul>	<ul style="list-style-type: none"> <li>Revision of classroom commands, weather, date</li> <li>Asking for and answering questions about classroom equipment</li> <li>Song – En classe</li> <li>Taking and answering the register</li> <li>Preparing a class conversation about equipment</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>En classe</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>As-tu?</li> <li>Des frères ou des soeurs</li> <li>Important</li> <li>Partir</li> <li>Preparer</li> <li>En forme</li> </ul>	<ul style="list-style-type: none"> <li>Relevant pronunciation/incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Practise conversation prepared in last lesson</li> <li>Text – Petit déjeuner – translate and answer questions</li> </ul>

<p><b>Lesson 3</b></p>	<ul style="list-style-type: none"> <li>• School uniform</li> </ul>	<ul style="list-style-type: none"> <li>• Un pantalon</li> <li>• Un pull</li> <li>• Une chemise</li> <li>• Une jupe</li> <li>• Des chausseuses</li> <li>• Des chaussettes</li> <li>• Un sweat</li> <li>• Un cravat</li> <li>• C'est laid</li> <li>• C'est moche</li> <li>• C'est super</li> <li>• C'est joli</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rhymes – pantalon/ Gaston Pull-over/Robert</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence and extending them.</li> <li>• Adjectives and their position in a sentence</li> <li>• Nouns and adjectives – masculine/feminine spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Compare life at school in France and the UK – age they begin school, timetables, etc.</li> <li>• Compare schoolwear – like us, French children don't wear one!</li> <li>• Think about uniform at high school and describe, express opinions about.</li> <li>• Traditional French poem about clothes</li> <li>• Text describing uniform – translate and answer questions</li> </ul>
<p><b>Lesson 4</b></p>	<ul style="list-style-type: none"> <li>• Extended family</li> </ul>	<ul style="list-style-type: none"> <li>• La père, papa, la mère, maman, le frère, la soeur, le grand- père, la grand-mère</li> <li>• Il s'appelle</li> <li>• Il a ___ ans</li> <li>• Il est</li> <li>• Assez, très</li> <li>• Il habite à</li> <li>• Sympa, intelligent(e), amusant(e), sportif/sportive, beau/belle</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating language by changing an element in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week revision – traditional playground game</li> <li>• Ladder game – revise family and pets vocabulary from Y4</li> <li>• Text – answer questions, use dictionary as appropriate</li> <li>• Red Riding Hood – listen for aural clues and key words</li> <li>• Choose the correct sentence from the story.</li> <li>• Song – Je marche dans la grande forêt</li> </ul>

<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Occupations and gender</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Médecin, vendeur/vendeuse, agent de police, serveur/serveuse, professeur, cantinier</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of nouns according to gender – cantinier/ cantinière</li> <li>• Il/elle est</li> <li>• Absence of determiners in French to describe occupations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Song from Y4 – Au feu les pompiers!</li> <li>• Occupations</li> <li>• Sketch a family and write jobs underneath, using a dictionary where needed</li> <li>• Listen to a recording and make a transcript</li> <li>•</li> </ul>
<b>Lesson 6 and 7</b>	<ul style="list-style-type: none"> <li>• Christmas - playing games</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Donne-moi, a toi, a moi, s’il te plait, merci</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;in&gt; as in sapin</li> <li>• &lt;ll&gt; as in brille</li> </ul>	<ul style="list-style-type: none"> <li>• Plurals of colours</li> <li>• Revise adjectives – gender and number agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Play Happy Families (Jeu de Santons) from the book Joyeux Noël</li> <li>• Song – La père Noël</li> <li>• Two French sketches from Joyeux Noël – listen to an audio performance and practise</li> <li>• Perform for the class</li> <li>• Sing ‘Le bonhomme de neige</li> </ul>
<b>Spring Term</b>					
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>• House and home</li> </ul>	<ul style="list-style-type: none"> <li>• Voici, il y a</li> <li>• Une maison, un appartement</li> <li>• Un salon, une salle à manger, une cuisine une sale de bains, un garage, un balcon, un jardin, une chambre</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of &lt;on&gt; as in balcon, salon</li> <li>• Revision of &lt;a&gt; as in chambre, salle à manger Practise more difficult sounds from the</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate language by changing an element in a sentence</li> <li>• Verb – habiter</li> <li>• How to pronounce ‘dans’ if the next word begins with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Revise saying where in the UK we live</li> <li>• Discuss different types of housing</li> <li>• Compare French/English homes</li> <li>• Sequence sentences about homes</li> </ul>

			alphabet such as l, j, q, r, y	•	<ul style="list-style-type: none"> <li>• Challenge games practising translating sentences about homes</li> <li>• Say the alphabet in French</li> <li>• Songs – La marche d’alphabet, Les lettres d’alphabet</li> <li>•</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>• House and home</li> </ul>	<ul style="list-style-type: none"> <li>• Petit, grand, jolie, superbe, magnifique</li> <li>• Immense, de luxe, en haut, en bas</li> </ul>	<ul style="list-style-type: none"> <li>• Practise vowels including é with an accent</li> <li>• Acute accented &lt;é&gt; as in café, supermarché, bébé</li> <li>• Grave accented &lt;è &gt; as in père, frère, mère</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate language by changing an element in a sentence</li> <li>• Petit, grand, joli – all exceptions that precede the noun</li> <li>• Masculine/feminine agreement for adjectives</li> <li>• Adjectives ending in ‘e’ stay the same</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Songs – La marche d’alphabet, Les lettres d’alphabet</li> <li>• Hangman – rooms of the house</li> <li>• Translate then manipulate sentences to describe rooms</li> <li>• Shared writing to describe the ideal home</li> <li>• Produce own ideal home description using model text</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>• House and home – my ideal home</li> </ul>	<ul style="list-style-type: none"> <li>• Une fenêtre, une piscine</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/incidental phonics</li> </ul>	•	<ul style="list-style-type: none"> <li>• Song – Ma maison idéale</li> <li>• Study song transcript</li> <li>• Prepare and perform one verse from the song</li> <li>• Listen to an audio recording of someone describing their home – match the noun to the adjective</li> </ul>

					<ul style="list-style-type: none"> <li>Read a selection of texts and decide what genre they are (e.g. weather report, a joke, a recipe, etc)</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>House and home – selling a house</li> </ul>	<ul style="list-style-type: none"> <li>Sur, sous</li> </ul>	<ul style="list-style-type: none"> <li>Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>Identify all the nouns and adjectives in two colours</li> </ul>	<ul style="list-style-type: none"> <li>Advert – une maison à louer. Answer questions.</li> <li>Listen to a recording and prepare the advert for a radio broadcast. Record.</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>House and home - furniture</li> </ul>	<ul style="list-style-type: none"> <li>Une chaise, un divan, une table, un frigo, une chaîne hi-fi, une douche, un micro-ondes, un tapis, , une lampe</li> <li>Revsion - répétez s'il te plait, répétez s'il vous plait, Qu'est-ce que c'est..en français?</li> </ul>	<ul style="list-style-type: none"> <li>Same spelling, different sound &lt;i&gt; as in frigo, divan, hi-fi</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal French vocabulary – words we use to talk a friend or an adult</li> </ul>	<ul style="list-style-type: none"> <li>Game about a typical home from 1948 – would you expect to see this furniture?</li> <li>Missing letters game – furniture</li> <li>Formal and informal words – talking to a friend or an adult</li> <li>Memory/matching games – furniture</li> <li>Listen to and read a rap about rooms in a house</li> <li>Create own rap</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li><b>Lesson 13</b></li> </ul>	<ul style="list-style-type: none"> <li>House and home</li> </ul>	<ul style="list-style-type: none"> <li>Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Parts of a sentence/manipulating sentences</li> <li>Questions and answers</li> </ul>

<p><b>Lesson 14</b></p>	<ul style="list-style-type: none"> <li>• Planning a holiday to a French-speaking country</li> </ul>	<ul style="list-style-type: none"> <li>• on va, aller, partir, rester</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs – aller, partir, rester</li> <li>• Immediate future tense - On va aller, on va partir, on va rester</li> <li>• feminine countries take 'en' masculine countries take 'au'</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce holiday planning project</li> <li>• Using a world map, identify French speaking countries and discuss any of the children's experiences</li> <li>• Children select one of the countries to plan a holiday to</li> <li>• Use research to plan date and climate</li> <li>• Use model sentences to plan itinerary</li> </ul>
<p><b>Lesson 15</b></p>	<ul style="list-style-type: none"> <li>• Choose accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• dans</li> <li>• un hotel, un appartement, un gîte, un camping</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>		<ul style="list-style-type: none"> <li>• Introduce types of accommodation</li> <li>• Translate a model letter/email requesting accommodation</li> <li>• Research accommodation and use model to write own letter</li> </ul>
<p><b>Lesson 16</b></p>	<ul style="list-style-type: none"> <li>• Travel and food</li> </ul>	<ul style="list-style-type: none"> <li>• On va, aller, prendre</li> <li>• en bateau, en avion, en voiture en train</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Simple future tense to describe travel and food plans</li> </ul>	<ul style="list-style-type: none"> <li>• Practise simple future tense using known infinitive verbs</li> <li>• Study model sentences about travel plans</li> <li>• Extend the sentences to include times</li> <li>• Adapt model sentences to describe possible itineraries</li> </ul>

					<ul style="list-style-type: none"> <li>• Continue to research holiday and describe own travel plans</li> <li>• Translate model sentences about holiday meal plans</li> <li>• Research food at chosen destination and adapt model sentences to add to itinerary</li> </ul>
<b>Lesson 17</b>	<ul style="list-style-type: none"> <li>• Places of interest</li> </ul>	<ul style="list-style-type: none"> <li>• plus tard</li> <li>• le musée, le château, la plage, le zoo, le jardin publique, la piscine, le centre commercial, le parc d'attractions fairground</li> <li>• un match de</li> <li>• visiter, regarder</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Practise simple future tense to describe places of interest</li> <li>• Verbs – visiter, regarder</li> </ul>	<ul style="list-style-type: none"> <li>• Practise model sentences about visiting places of interest using different vocabulary</li> <li>• Study and translate a model itinerary for three days of travel</li> <li>• Use research and model text to extend own itineraries</li> </ul>
<b>Lesson 18</b>	<ul style="list-style-type: none"> <li>• Aspects of culture in their chosen destination</li> </ul>	<ul style="list-style-type: none"> <li>• Known vocabulary plus any new vocabulary depending on research</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/ incidental phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Simple future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Children research aspects of culture from their destination such as songs, dances, music</li> <li>• Children extend their presentations to include aspects of culture.</li> <li>• Show children a model holiday presentation</li> </ul>
<b>Lesson 19</b>	<ul style="list-style-type: none"> <li>• Holiday presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant pronunciation/</li> </ul>	<ul style="list-style-type: none"> <li>• Simple future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Children present their holidays to the class.</li> </ul>



			incidental phonics		
<b>Lesson 20</b>	<ul style="list-style-type: none"><li>• Quiz of Y6 learning</li></ul>	<ul style="list-style-type: none"><li>• Any Y6 vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Relevant pronunciation/ incidental phonics</li></ul>	<ul style="list-style-type: none"><li>• Any grammar aspects from Y6</li></ul>	<ul style="list-style-type: none"><li>• Children devise quiz questions about their learning in Y6 for others to answer.</li></ul>