

Castle Newnham Curriculum LTP

Curriculum intent: (Taken from the MFL KS2 PoS) For pupils to to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Introduction to phonics (focus on vowel sounds)</p> <p>Greetings</p> <p>Say your name</p> <p>How are you?</p> <p>Numbers (1-10)</p> <p>Age</p> <p>Embedding phonics</p>	<p>Numbers 10-20</p> <p>Tongue twisters</p> <p>Things in your pencil case</p> <p>Do you have...?</p> <p>I have...</p> <p>I don't have...</p> <p>Phonics continuation</p> <p><u>Christmas in France</u></p>	<p>Classroom Instructions</p> <p>Classroom Language</p> <p>Animals and articles</p> <p>Animals and plurals</p> <p><u>Poem: Crayons de couleur</u></p>	<p>Animals and colours</p> <p>Agreement of colours and nouns.</p> <p><u>Ours Brun (Brown Bear)</u></p> <p>Old Macdonald</p> <p><u>Poem: Colours and School Bag</u></p>	<p>Fruits</p> <p>Days of the week</p> <p>Foods</p> <p><u>A story in French : Hungry caterpillar/ La chenille qui faisait des trous</u></p>	<p>Snack foods</p> <p>I would like..</p> <p>At the café</p>
Year 4	<p>Basic conversation</p> <p>Revision of phonics</p> <p>Days of the week</p>	<p>Months</p> <p>Dates</p> <p>Birthdays</p> <p>Birthday Song</p>	<p>Shapes</p> <p>Shapes and colours</p> <p>Agreement of colours</p>	<p>Body Parts</p> <p>Parts of the face</p> <p>Imperatives: Five a day fitness/ French Yoga</p>	<p>Brothers and sisters</p> <p>Family members</p>	<p>Describing hair and eyes</p> <p>Describing personality</p>

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	Numbers 20-31 Seasons	<u>Fête des rois</u> <u>Christmas vocabulary</u>	Prepositions of place <u>French Art : Matisse</u>	<u>French story: Le loup</u> <u>A French story : Va-t'en-grand monstre vert</u> Design own monster		Recap of colours/ plurals/agreement Understanding and retelling a story. <u>Story: Les quatre amis</u>
Year 5	Breakfast Foods Likes and dislikes Opinions -er verb Manger – to eat	Lunch foods Time phrases Eating habits Dictionary Skills	Sports with jouer Likes and dislikes Adverbs of frequency	Sports with faire Developing opinions of sports and hobbies. Using conjunctions in French	Give opinions about styles of music. <u>Authentic French music.</u> <u>Eurovision Song Contest & Franglovison in school song contest - singing a French song.</u> Say what musical instruments you can play.	Subject pronouns. 6 verb endings for JOUER, a regular -ER verb. Conjugating -ER verbs. Writing extended sentences (music topic).
Year 6	Phonics revision Weather	Countries (au/en)	Where I live Places in the town	Opinions of the town Describing your town	Clothes Clothes and weather	-er verb PORTER Describing what people are wearing.

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	<p>Seasons</p> <p><u>Poem: Automne</u></p> <p>Geography of France</p> <p>Compass directions</p>	<p>French speaking countries</p> <p>Flags and colours.</p> <p>Where do you come from?</p> <p><u>Film: Kirikou</u></p> <p><u>Christmas</u></p>	<p>There is/ there isn't</p>	<p><u>Poem: Dans Paris</u></p> <p><u>Film: A Cat in Paris</u></p>	<p><u>Poem: Mon chapeau</u></p>	<p>Fashion Show in French</p>
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Year 3 - Autumn	Topic Title: Phonics/ greetings / classroom instructions/ numbers to 12/ age/ christmas/ possessive verb
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Know and sing the song Les Voyelles</p> <p>Know a range of greetings.</p> <p>Know how to use greetings in conversation (<i>Salut / Bonjour / Au revoir Comment t'appelles tu? Ça va ?</i>)</p> <p>Know the correct responses to greetings (<i>Je m'appelle. oui / non, fantastique/super, très bien merci, pas mal, merci, ça ne va pas</i>)</p> <p>Know some diphthongues (on/ou/au/oi/ui)</p> <p>Know how to recognise numbers 1-12 in songs and rhymes.</p> <p>Know how to say numbers 1-12</p> <p>Know how to pronounce single vowel sounds (<i>a/e/i/u/y</i>)</p> <p>Know how to pronounce digraph vowel sounds (<i>eu/oi/au/ou/on/in</i>)</p> <p>Know how to ask someone's age (<i>Quel âge as-tu?</i>)</p> <p>Know how to tell someone their age (<i>J'ai... ans</i>)</p>

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<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Know how to respond to some classroom instructions. (<i>Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence!Levez-vous</i>)</p> <p>Know key phonic sounds in words (é / er / ez / et / è / ê / ai / ei / ch / th / en,an / un)</p> <p>Know how to ask and answer questions about possession (<i>As-tu? (Do you have?) Oui, j'ai... (Yes, I do have.) Non, je n'ai pas.... (No, I don't have.)</i>)</p> <p>Know the nouns for items in a pencil case (<i>une trousse (a pencil case) un stylo (a pen) un crayon (a pencil) un taille-crayon (a sharpener) une bâton de colle (a glue stick) une règle (a ruler) ne gomme (a rubber) les/des feutres (felt-tip pens) les/des ciseaux (scissors)</i>)</p> <p>Know how to ask and answer questions about a pencil case (<i>Qu'est-ce que tu as dans ta trousse? (What do you have in your pencil case?) Dans ma trousse j'ai...(In my pencil case I have...)</i>)</p> <p>Know some facts about Christmas celebrations and customs in France.</p> <p>Know how to write 'Joyeux Noel' and other festive phrases in a card.</p> <p>Know how to listen to a french Christmas comptine (rhyme/ song).</p> <p>Know how to sing a french Christmas comptine (rhyme/ song).</p> <p>CORE READING: Vive le Vent, Les voyelles,</p>
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Year 3 - Spring	Topic Title: Animals and colours
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Know how to respond to classroom instructions</p> <p>Know how to respond to some classroom instructions. (<i>Silence! Prenez un stylo! Un volontaire! Ouvrez vos cahiers! Regardez! Croisez les bras! Écoutez! Écrivez!</i>)</p> <p>Know how to say the names of animals, including the use of the indefinite article (<i>un chat, un chien, un poisson, un oiseau, un canard, un cheval, un mouton, un ours, une grenouille</i>)</p> <p>Know how to make animal nouns plural. (<i>Nouns as above with 's' (or nothing, or '(au)x' added).</i>)</p> <p>Know how to say 'a' and 'some', and change to 'the'. <i>un, une, des, le, la, les</i>)</p> <p>Know how to use animal nouns in a spoken sentence.</p> <p>Know the adjectives of colour (<i>bleu, rouge, blanc, noir, vert, jaune, marron, violet, orange, gris</i>)</p> <p>Know how to listen to the story Brown bear and read along.</p> <p>Know how to describe animals with colours in a spoken sentence.</p> <p>Know how to join in with the song Old McDonald</p> <p>Know how to listen to and follow a familiar story with familiar and unfamiliar language (Cher Zoo)</p> <p>Know how to listen to and join in with a song with familiar and unfamiliar language</p> <p>Know how to sing a song using the words learnt in the topic (<i>As tu un animal?</i>)</p> <p>CORE READING: Cher zoo, Brown bear story</p>

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<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
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Year 3 - Summer	Topic Title: The very Hungry Caterpillar, food, days of the week,
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Know the nouns of different fruit including in/definite articles (<i>une pomme / les pommes, une poire / les poires, une prune / les prunes, une fraise / les fraises, une orange / les oranges</i>)</p> <p>Know the sign language gestures for days of the week.</p> <p>Know the days of the week and link these to sign language gestures. (<i>les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>)</p> <p>Know how to listen to a familiar story and to pick out key language.</p> <p>Know food nouns from the Hungry Caterpillar story. (<i>une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque</i>)</p> <p>Know how to order the text from the story La chenille qui fait des trous using a video as stimulus.</p>

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<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Know how to pronounce words from the story La chenille qui fait des trous.</p> <p>Know how to retell the story La chenille qui fait des trous with video and subtitles.</p> <p>Know how to retell the story La chenille qui fait des trous with video.</p> <p>Know how to retell the story La chenille qui fait des trous with pictures.</p> <p>Know the story of La chenille qui fait des trous by heart.</p> <p>Know how to perform La chenille qui fait des trous as a group in assembly in front of peers.</p> <p>Know how to make a butterfly following colour instructions.</p> <p>Know some nouns for snacks. (<i>une salade, un hamburger, un jus d'orange, une banane, des frites, un hot dog, une glace, un coca, un sandwich</i>)</p> <p>Know some phrases used when ordering food (<i>Qu'est-ce que vous voulez? Je voudrais un / une..., S'il vous plaît, Voilà, Merci, De rien</i>)</p> <p>Know how to use food ordering phrases in a conversation.</p> <p>Know that in a conversation we take turns to speak.</p> <p>Know how to write food phrases to make a script for a role play.</p> <p>Know how to role play ordering food with a partner.</p> <p>Know how to perform a role play to peers in the classroom.</p> <p>Know how to record a dialogue on video.</p> <p>Know how to use the correct words to label a plate of favourite foods.</p> <p>CORE READING: La chenille qui fait des trous,</p>
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Year 4 - Autumn	Topic Title:
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Know numbers 1-31, months, dates.</p> <p>Ask for and give birthday</p> <p>Know language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.</p>

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<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
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Year 4 - Spring	Topic Title:
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Know some shapes in French and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse).</p> <p>CORE READING:</p>

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<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
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Year 4 - Summer	Topic Title: Understanding a story
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (ar</p> <p>CORE READING:</p>

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<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
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Year 5 - Autumn	Topic Title: Telling the time; Food, meals; food preferences and opinions; saying what you like and don't like eat.
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Know and follow the most necessary language needed for the classroom.</p> <p>Know why French is an important language to learn.</p> <p>Know the French numbers up to 30</p> <p>Know some multiples of 5 in French.</p> <p>Know the numbers needed to tell the time in French.</p> <p>Know how to ask for the time in French.</p> <p>Know how to say 'at ... o'clock.'</p> <p>Know how to ask for and give the time (hour, half and quarter) in French.</p> <p>Know how to tell the time in French for any given time.</p> <p>Know how to say what you usually have for breakfast in French. <i>(Je mange....un yaourt, des céréales, du pain, du pain grillé, des</i> </p>

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<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><i>fruits, de la confiture...Je bois...du thé, du café, du jus d'orange, du chocolat chaud)</i></p> <p>Know the correct grammatical choice to accompany breakfast nouns. (<i>Key grammar: de + definite article - de+le --> du, de la, de+les --> des</i>)</p> <p>Know some typical breakfast foods in French-speaking countries.</p> <p>Know the phrases that mean I like/ I don't like.</p> <p>Know how to communicate likes and dislikes in French in an oral sentence. <i>I like - J'aime I don't like - Je n'aime pas</i> (<i>Key grammar: use the definite article (le / la) after verbs of like/dislike</i>)</p> <p>Know how to use different persons of the regular -ER verb MANGER.</p> <p>Know how to write short sentences about what different people eat for breakfast.</p> <p>Know how to say what you prefer in French.</p> <p>Know how to say what you eat and drink for lunch on different days. <i>What time is lunch? À quelle heure manges-tu au collège? Packed lunch or school dinners? Qu'est-ce que tu manges? La nourriture du collège ou un panier repas? Qu'est-ce que tu préfères?</i></p> <p><i>Je préfère... What do you drink? Qu'est-ce que tu bois?</i></p> <p>Know how to give their opinions of different food and drink orally.</p> <p>Know how to complete a simple written food / drink diary in French.</p> <p>Know how to look up new nouns in a dictionary.</p> <p>Know how to use alphabetical order, working out when to use a dictionary and when not to.</p>
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	<p>Know how to combine new language with verbs of like and dislike to create new sentences.</p> <p>Know how to use the three verbs associated with eating different meals (manger, boire, avoir) to say what you have for breakfast, lunch and dinner, and times you have them.</p> <p>Know how to use expressions of frequency to add detail. <i>(always) toujours, (usually) d'habitude, (sometimes) parfois. À quelle heure manges-tu le petit déj / le déjeuner / le dîner?</i></p> <p>Know phrases to compare different typical mealtimes in the class with each other, and with traditional mealtimes in France.</p> <p>Know how to use -ER regular verbs with different subject pronouns.</p> <p>Know how to form sentences using verbs, time expressions and food items.</p>
Year 5 - Spring	Topic Title: Sports and hobbies; using a bilingual dictionary; expressions of frequency, giving instructions, developing opinions with adjectives, creating a rap.
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Know how to use a bilingual dictionary to look up nouns in French.</p> <p>Know how to apply phonics knowledge to a new language.</p> <p>Know some sports that are popular / traditional in French-speaking countries.</p> <p>Know how to ask for and give opinions about sports. Sports & likes/dislikes and complete a survey in French: <i>(Do you like (rugby)? Tu aimes (le rugby), le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'athlétisme</i></p>

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<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for</p>	<p><i>(athletics), la natation (swimming), la gymnastique (gymnastics).</i></p> <p>Know how to talk about the sports you do in French.</p> <p>Know how to use two key verbs in the present tense (jouer/faire): Saying what sports you play/d: <i>What sports do you do? Quels sports fais-du? Je joue au / Je fais de</i></p> <p>Key grammar: use of a + definite article for playing sports and de+definite article for sports you do.</p> <p>Know how to talk about the sports you do.</p> <p>Know how to say what sports you know how to play/do: <i>Je sais faire du ski / Je sais jouer au foot</i> <i>Je ne sais pas faire de la musculation / Je ne sais pas jouer au golf.</i></p> <p>Know some expressions of frequency to say how often you do different sports.</p> <p>Know how to write and adapt sentences to describe the sports you do and when you do them.</p> <p>Know how to say how often you do something: <i>(On Mondays) le lundi je joue au tennis etc with rest of the days of the week, (every day) tous les jours (once a week) une fois par semaine, (twice a week) deux fois par semaine, (sometimes) parfois, (never) jamais (not to use in a sentence)</i></p> <p>Know the personal (subject) pronouns.</p> <p>Know the 6 verb endings for a present tense 'ER' verb and see the formal layout of a verb table.</p> <p>VERB faire - to do (sports) - <i>je fais /tu fais/il fait/elle fait/ nous faisons/vous faites/ils font elles font.</i> ER-verb paradigm</p> <p>Know how to practice - talking about the sports others do.</p> <p>Know how to use verbs to give instructions</p> <p>Know how to create a simple exercise/dance routine (and dance Hokey Cokey in French)</p>
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instance, to build sentences; and how these differ from or are similar to English.	
Year 5 - Summer	Topic Title: Music; opinions about music, saying what musical instruments you can play
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p>Know a variety of ways of expressing likes / dislikes in French. Know basic phrases really confidently: <i>J'aime, Je n'aime pas, J'adore, Je déteste</i></p> <p>Know how to use verbs of opinion with nouns/accurate gender. Know how to give likes / dislikes about different types of music in French.</p> <p>Know how to give opinions of different types of music <i>À mon avis (in my opinion), je pense que (I think that)</i></p> <p>Know how to look up new nouns to check for meaning using an online dictionary.</p> <p>Know how to recognise French words for musical instruments: <i>un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie</i></p> <p>Know how to match animals and instruments. <i>L'orchestre des animaux.</i></p> <p>Know how to ask and answer 'Do you know how to play...?'</p> <p>Asking & saying which instrument you play: <i>Tu sais jouer du / de la...? Oui, je sais jouer / Non, je ne sais pas jouer...</i></p> <p>Know how to revise the personal pronouns.</p> <p>Know the 6 verb endings for JOUER, a regular -ER verb.</p> <p>Know and use the verb 'JOUER' [to play] <i>Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent</i></p>

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<p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Know some new adjectives learning to give reasons with '<i>parce que</i>': <i>tranquille, bryuant (quiet / noisy)</i> <i>passionnant, ennuyeux (exciting / boring)</i> <i>amusant, sérieux(fun / serious)</i> <i>traditionel, moderne (traditional / modern)</i></p> <p>Know how to use adjectives to give reasons for liking / disliking music or instruments. Know how to give reasons with '<i>parce que</i>'(Do you like?) <i>Tu aimes...? (Why do you like..?) Pourquoi aimes-tu....?</i></p> <p><i>Parce que c'est + adjective (masc. / fem. ending)</i></p> <p>Know how to practise dialogues asking / answers questions about music and instruments.</p> <p>Know how to use language learnt for a new purpose; <i>create own rap/song</i>.</p> <p>Know how to develop confidence in performance and develop memory skills.</p> <p>Know how to develop own and others' performances and giving feedback.</p>
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Year 6 - Autumn	Topic Title: Weather, seasons, compass points, countries, languages/ nationalities, flags, colours, Kirikou (film)
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Know the most necessary language needed for the classroom, key questions covered in previous years and phonics.</p> <p>Know the months and seasons. <i>les mois - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, les saisons - le printemps, l'été, l'automne, l'hiver</i></p> <p>Know how to describe a variety of weather phrases in the present tense. <i>Quel temps fait-il? - What is the weather like?</i></p>

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engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<i>le temps - the weather, la météo - the weather forecast, Il fait... It is, frais -cool, beau - fine, chaud - hot, du vent- windy, froid -cold mauvais- bad, du soleil -sunny, il y a...-there is.., du brouillard - fog, un orage -a storm, il pleut - it's raining, il neige -it's snowing, quand il fait beau...-when it is nice weather...</i>
speak in sentences, using familiar vocabulary, phrases and basic language structures	Know how to use the language of weather to describe climates in different places. <i>Quel temps fait-il? Á Blois il fait froid...Á Marseille il fait du soleil.</i>
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Know key weather and season vocabulary. Know how to read and perform a poem in French about autumn : <i>En hiver il fait toujours froid. (In ... in winter it's always cold.) en hiver (in winter), en automne (in autumn), au printemps (in spring), en été (in summer), quelquefois (sometimes), normalement (usually/normally)</i>
present ideas and information orally to a range of audiences	Know the basic geography of France and some of its geographical features using terms in French. Know the compass points in French. <i>Où est...? Where is...? C'est dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre.</i>
read carefully and show understanding of words, phrases and simple writing	<i>Les montagnes (the mountains) Les rivières (rivers), les mers (the seas), les villes (towns), les grandes villes (cities).</i>
appreciate stories, songs, poems and rhymes in the language	Know some countries in French and link them to their flags using colours . Countries, colours, flags
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<i>l' Angleterre (England), l'Allemagne (Germany), la France (France), l'Espagne (Spain), l'Irlande (Ireland) le pays (country), le drapeau (flag), la couleur (colour) bleu, vert, noir, gris, rouge, orange, rose, jaune, marron, blanc, violet.</i>
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Know what several countries are famous for and give their opinion. <i>Pourquoi la France est célèbre?, (What is France famous for?), Tu aimes...? Do you like...?, Pourquoi? Why?</i>
describe people, places, things and actions orally and in writing	
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for	

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<p>instance, to build sentences; and how these differ from or are similar to English.</p>	<p><i>J'aime, Je n'aime pas, J'adore, Je déteste..., parce que je pense que c'est... (because I think that it's...), amusant/e, ennuyeux/se, impressionnant/e, émouvant/e, intéressant/e, délicieux/se, horrible.</i></p> <p>Know the names of the countries that border France. Know how to describe where they are using the compass points in French: <i>La France a sept pays voisins (France has seven neighbouring countries) l'Allemagne, l'Angleterre, l'Espagne, la Grande-Bretagne, l'Italie, la Suisse, le Luxembourg, la Belgique, l'Europe</i></p> <p>Know how to describe what there is in France, using the phrase 'a lot of' <i>Il y a beaucoup de... (there are a lot of...) montagnes (mountains), rivières (rivers), ports (ports), aéroports (airports), plages (beaches).</i></p> <p>Know how to describe France using simple phrases and understand a longer text about France. <i>La France, la population, la capitale, grand / petit</i></p> <p>Know how to use the correct word for 'in' when talking about towns and countries. Know how to say where you come from in French. <i>J'habite..... I live.....J'habite à Londres (+ town) I live in London, J'habite en France (f – country) I live in France J'habite au Portugal (m – country) I live in Portugal, Quelle est la capitale de (la France)? C'est Paris.</i></p> <p>To learn some languages and nationalities in French. <i>Je suis.... I am..., anglais/anglaise (English), français/française (French) gallois/galloise (Welsh), portugais/portugaise (Portuguese), espagnol/espagnole (Spanish), Quelles langues parles-tu? Which languages do you speak?, la langue (language), Je parle.... I speak..., français (French), anglais (English)</i></p> <p>Know how to recognise some key vocabulary used in the film Kirikou and complete activities related to the film</p>
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	<p>Kirikou. Know a little about French speaking Africa: <i>l'Afrique (Africa), le Sénégal (Senegal), la Sorcière (the sourceress/ witch), un bébé (a baby), les enfants (the children), mon ami (my friend), les pouvoirs (the powers), le tambour (the drum), le baobab (the baobab tree), le coq (the cockerel), l'oiseau (the bird), le bol (the bowl), les huttes (the huts), grand (big), petit (small), méchant (nasty), gentil (kind), sympa (nice)</i></p> <p>CORE FILM: Kirikou CORE READING: Autumn poem</p>
Year 6 - Spring	Topic Title: Where I live. Places in the town, Adjectives, Dictionary Use. French Poem, French festivals/ French film
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Know how to use French words for different areas/ types of places to live. <i>Où habites-tu? J'habite à Cambridge près de Londres. Cambridge, c'est comment? C'est une ville. C'est une grande ville. C'est une petite ville. C'est un village. C'est à la montagne. C'est à la campagne. C'est au bord de la mer. C'est en banlieue. C'est en centre-ville.</i></p> <p>Know how to talk about where you live in more detail. Know how to say what is in a town. Dictionary skills. Know some nouns for places in town. Know when to use the indefinite articles un/une. Know how to say what is in a town. <i>(a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine</i>. Know how to create sentences to say / write there is / there is not and build</p>

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<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>a conversation. <i>Dans mon village, il y a... un/une/des, il n'y a pas de..A (Cambridge) il y a .., il n'y a pas de.</i> Know how to describe where they live using adjectives in French <i>sale (dirty), historique (historical), tranquille (quiet), ennuyeux (boring), moche(ugly), dégoûtant.</i> Know how to explore a French poem - Dans Paris- Paul Eluard- using a dictionary. Know how to practise a poem from memory and use performance skills. Pupils will know how to create their own version of Dans Paris. Only on Powerpoints: Know some information about <i>French festivals</i>. Know how to use the present tense of more 'ER' verbs. Know some information about six festivals/festive days in France - <i>on mange, on porte, on commémore, on fait, on voit. French festivals. Le Carnaval à Dunkerque, on mange, on chante, on danse, on joue d'un instrument, on porte, on voit</i></p> <p>CORE READING: Dans Paris- Poem Watch the film ' A Cat in Paris' (additional booklet)</p>
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Year 6 - Summer	Topic Title: Conversation consolidation - general questions, holidays, clothes, at the café, buying an ice cream
NC objectives	Key Knowledge and vocabulary
<p>Pupils should be taught about:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>Pupils will review the Q and A in the y6 conversation.</p> <p>Pupils will know essential personal identification vocabulary and structures, including questions</p> <p><i>Comment tu t'appelles? Je m'appelle , Comment ça va ?, Quel âge as-tu?, J'aians, Quelle est la date de ton anniversaire? Mon anniversaire c'est le....., Tu as des frères ou des sœurs? Tu as un animal? Où habites-tu? J'habite à..... Qu'est-ce qu'il y a à _____? Àil y a, Quelles langues parles-tu? Je parle</i></p> <p>Pupils will become familiar with holidays vocabulary: (Revision of...) Know where I live and weather. <i>Où vas-tu en vacances? Je vais...au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à une villa, à un centre de vacances Avec qui vas-tu en vacances? Je vais...avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents.</i> Pupils will use the verb <i>aller</i> to talk about holidays. <i>Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont.</i></p> <p>Know some clothes vocabulary in French. Introduction. <i>les vêtements, des lunettes de soleil, un jean, une veste, un short, une casquette, des baskets, des tongs, une serviette, un maillot de bain, un pantalon, un chapeau, un tee-shirt,</i></p> <p><i>Know how to recognise and use (some) Fashion show vocabulary -introduction. Bienvenue à notre défilé de mode Voici Jack. Il porte un jean noir, un tee-shirt blanc, une chemise rouge et grise et des lunettes de soleil. Je pense que ce style est cool. Non! À mon avis, ce look est nul. Voici Ellie. Elle porte une jupe bleue avec des fleurs roses, un tee-shirt noir et des</i></p>

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<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><i>sandales. Moi, j'adore ce look. Mais je pense que ce n'est pas très chic. A mon avis, c'est un peu démodé mais c'est joli.</i></p> <p>Know how to have a short conversation at the café: <i>Bonjour Madame/Monsieur. Vous desirez?</i> <i>Je voudrais un fanta et une portion de frites s'il vous plaît</i> <i>Et avec ça?</i> <i>Je voudrais aussi un coca. C'est combien?</i> <i>Ça fait cinq euros.</i> <i>Merci, au revoir.</i> <i>Au revoir.</i></p> <p>Know how to buy an ice cream in French: <i>Les glaces</i> Ice cream flavours: <i>à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache.</i> Ordering: <i>Je voudrais une glace.</i> <i>Je voudrais une boules/deux boules/ trois boules</i> <i>Je voudrais une glace en cornet/ en pot</i></p> <p>Know (revise) places in the town, adjectives for describing places, high-frequency words, and core verbs</p>
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