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| KS2 National Curriculum aims | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
| **Aims**   * Understand and respond to spoken and written language from a variety of authentic sources. * Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. * Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. * Discover and develop an appreciation of a range of writing in the language studied. | | | | | |
| KS2 National Curriculum Objectives | | | | | |
| * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Describe people, places, things and actions orally\* and in writing. * Understand basic grammar appropriate to the language being studied. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Present ideas and information orally to a range of audiences. | | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Describe people, places, things and actions orally\* and in writing. * Understand basic grammar appropriate to the language being studied. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Describe people, places, things and actions orally\* and in writing. * Understand basic grammar appropriate to the language being studied. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Present ideas and information orally to a range of audiences. | |
| Year 6 Key Skills | | | | | |
| **Autumn 1**   * Initiate and sustain conversations * Re-use previously learned language  in a new context * Discuss language learning and  reflect on how to memorise and  recall language * Understand the formation of a  basic negative sentence * Perform a sketch in French to an audience * Present oral work confidently, speaking clearly and audibly with good pronunciation * Understand key details from an authentic text * Make predictions based on existing knowledge * Use a dictionary * Evaluate work * Match sound to sentences and paragraphs * Add two short verses to a rhyming poem * Understand details including opinions from spoken passages * Construct a short paragraph by adapting a model   **Autumn 2**   * Join in two playground games in French * Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions * Follow a story as it is read aloud, demonstrating understanding * Recognise agreements and patterns in the foreign language * Listen for clues to meaning – e.g. tone of voice * Understand that some nouns for occupations change their spelling in relation to gender * Understand key details from a short, spoken passage * Match sound to sentences and paragraphs, by re-ordering lines from a song * Recognise that word order may vary between languages * Use a dictionary to find additional nouns to construct short sentences – il est infirmier * Play a game using phrases in French * Recognize adjectival agreements in a  short text * Read aloud phrases from a text  using a variety of voices and  expression * Prepare songs and sketches for a  performance * Listen for clues to meaning – tone of  voice, key words | | **Spring 1**   * Sing French songs with accurate pronunciation * Speak audibly and clearly when performing to an audience * Match sound to individual word in a list of nouns * Identify the sounds of some letters of the alphabet * Be aware of cultural differences in housing at home and abroad * Reflect on techniques for memorizing language * Re-use known language in a new context * Recognise and practise the French vowel sounds * Identify and substitute nouns in a sentence * Contribute to a shared writing task, describing an ideal home * Produce own piece of writing, adapting a model   **Spring 2**   * Memorise and perform a verse from a song * Evaluate work * Understand the gist of an audio  recording, matching adjectives  to nouns * Identify different text types * Identify nouns and adjectives contained in a text * Sort word cards into nouns, verbs, adjectives, prepositions * Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs * Recognise potential hazards when using dictionaries and how abbreviations can help * Read phrases with appropriate intonation and expression * Ask for repetition/clarification in French * Revise the sound of the letter i in French * Use knowledge of pronunciation patterns to create a rap | | **Summer 1**   * Sustain an unrehearsed conversation of at least four exchanges * Use stalling strategies as appropriate * Read for enjoyment * Understand that French is spoken in many countries throughout the world * Use the internet to research climate * Choose a country for the holiday and select dates * Make predictions about meaning based on existing knowledge * Write short sentences, using  a model * Use the internet to research different types of accommodation * Write a short letter to book accommodation, adapting a model * Use a dictionary as appropriate * Use the internet to research travel options * Use the internet to research food typical of the country * Write short sentences outlining holiday plans, adapting a model * Read authentic texts for enjoyment and for information   **Summer 2**   * Use the internet to research places of interest at holiday destination * Write a programme of activities  for a week on holiday, adapting a model and using the immediate future tense * Use a dictionary as appropriate * Prepare presentation for next lesson in relation to holiday plans and the area to be visited * Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music * Use support material appropriately and adapt suggested models * Plan and prepare collaboratively and analyse what needs to be done to carry out the task * Recall key vocabulary and structures learned during the year * Work collaboratively to answer quiz-type questions | |
| Year 6 Vocabulary | | | | | |
| **Autumn 1**  Je n’ai pas de  As-tu  Des chaussures  Des chaussettes  Un sweat  J’aime  Je n’aime pas le rouge  C’est | **Autumn 2**  Il s’appelle  Il a \_\_ ans  Il est  Il habite a  Tres  Assez  Sympa  Intelligent  Amusant  Beau  Belle  Medecin  Vendeur  Serveur  Agent de police  Professeur  Donne-moi  A toi  A moi  S’il te plait  Merci | **Spring 1**  Il y a  J’habite dans  J’habite a  Voici  Une maison  Un appartement | **Spring 2**  Petit  Grand  Superbe  Magnifique  Immense  De luxe  En haut  En bas  Une fenetre  Une piscine  Sur  Sous | **Summer 1**  Repete  S’iul te plait  Repetez  S’il vous plait  Qu’est-ce que c’est en francis?  On va aller  Partir  On va rester dans  Un hotel  Un appartement  Un gite  Un camping  En bateau  En avion  En voiture  En train | **Summer 2**  On va visiter  Regarder  D’abord  Plus tard |