


















# Devonshire Primary Academy MFL Short Term Plan

## Year 3 Autumn: Myself



Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 	<p>Identify countries and/or communities where the language is spoken (Y4)</p> <p>Listen to songs and rhymes and explore sounds.</p>	<p>Greetings</p> <p>Numbers to 10</p> <p>Classroom instructions</p>	<p>French is spoken in different countries around the world.</p>	<p>Recognise numbers to 10</p> <p>Follow simple classroom instructions</p>	<p>comptons jusqu'à dix – let's count to 10</p> <p>un deux trois quatre cinq six sept huit neuf dix</p> <p>écoutez - listen répétez - repeat silence - silence levez-vous – stand up asseyez-vous – sit down</p> <p>fantastique - fantastic excellent - excellent magnifique - magnificent très bien – well done</p>	<p>Id France on map and any other French speaking countries.</p> <p>Begin to learn song.</p> <p>Learn actions for numbers to 10.</p> <p>Play games responding to numbers – fruit salad etc</p> <p>Intro classroom instructions – play Jaques a dit</p>





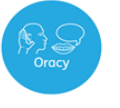

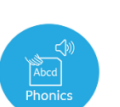
2	 	<p>Engage in conversations (KS2). Show awareness of the social conventions when speaking to someone (Y4)</p>	<p>Greetings</p> <p>Numbers to 10</p> <p>Classroom instructions</p>	<p>In France, Belgium and Switzerland, people shake hands to greet those they don't know. Among young people, people introduce themselves simply by saying their surnames, along with a small wave of the hand, or a kiss on the cheek. When people know each other or are friends, they kiss on the cheek (the kiss on the cheek is usually at least two, one on each cheek, and is the equivalent of a hug between friends).</p>	<p>Begin to say numbers to 10 and classroom instructions</p> <p>Use common greetings</p>	<p>comptons jusqu'à dix – let's count to 10</p> <p>un deux trois quatre cinq six sept huit neuf dix</p> <p>écoutez - listen répétez - repeat silence - silence levez-vous – stand up asseyez-vous – sit down</p> <p>bonjour - hello salut - hi</p> <p>au revoir – good bye à bientôt – until later</p>	<p>Continue to learn Bonjour Blackpool.</p> <p>Revisit as needed.</p> <p>Say and respond to greetings – greet each other around the room French style.</p> <p>Learn to say numbers to 10: Écoutez et répétez Show action from last week – chn respond with word Chn take turns around class to say next number.</p> <p>Chn play Jaques a dit for classroom instructions in table groups.</p>
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3	 Oracy  Literacy  Grammar  Phonics	Engage in conversations (KS2). Read out loud core (familiar) words and phrases.	Greetings  Numbers to 10  Myself	The subject and verb are inverted for a question.  <b>CaReFuL rule:</b> If the word ends in C, R, F or L, the final letter is pronounced. If the word ends with another letter, the final letter is silent. NB: This doesn't work for cing, six, dix	Ask and answer 'what are you called?'  Read numbers to 10.	un deux trois quatre cinq six sept huit neuf dix  bonjour - hello salut - hi  au revoir – good bye à bientôt – until later  comment t'appelles tu? – what are you called? je m'appelle... i'm called...	Sing Bonjour Blackpool.  Revisit as needed.  Say numbers to 10. Show number words – <b>CaReFuL rule</b>  Discuss cognates/near cognates (words that look/sound the same/similar in both languages).  Quickflash number word – chn say with correct pronunciation.  Model: Comment t'appelles tu? Je m'appelle... Explain word order of questions.  Learn to say 'Je m'appelle...' using Écoutez et répétez.  Play games to ask and answer 'Comment t'appelles tu? Je m'appelle...'  Model building short greeting conversation with language so far. Walk the Talk or Toe to Toe to practise.
4	 Oracy  Literacy  Phonics	Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Use phonic knowledge to read core (familiar) words. Write or copy everyday words correctly. Convey simple or basic meaning	Greetings  Numbers to 10  Myself	The digraph 'oi' in French make a /wa/ sound.	Read and write numbers to 10.  Read: 'comment t'appelle tu?' and 'je m'appelle...'	un deux trois quatre cinq six sept huit neuf dix  bonjour - hello salut - hi  au revoir – good bye à bientôt – until later  comment t'appelles tu? – what are you called? je m'appelle... i'm called... ça va? how are you? ça va bien merci – i'm good, thank you. comme ci, comme ça – so,so ça va mal. it's not going so well.	Sing Bonjour Blackpool.  Revisit as needed.  Review from last lesson and model adding: Ca va? Ca va bien merci Comme ci, comme ça Ça va mal. Et toi?  Display on board (speech bubbles/playscript etc). Look at 'oi' GPC in 'toi' – what other word have we learned with same GPC? (trois/au revoir). Relate to 'croissant'.  Choose chn to read as each character.  Introduce Quel âge as tu? J'ai... ans Explain literal translation 'How many years do you have? I have ... years'  Walk the talk for short conversation.




						<p>et toi? and you?</p> <p>Quel âge as tu? - How old are you? J'ai... ans – I'm ...</p>	<p>Bingo with numbers written in French.</p> <p>Give chn pics of items to count. They label with the French number.</p>
5	 	<p>Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Write or copy everyday words correctly. Convey simple or basic meaning</p>	<p>Song: Bonjour Blackpool</p> <p>Greetings</p> <p>Numbers to 10</p> <p>Myself</p>		<p>Read and write: a short conversation.</p>	<p>un deux trois quatre cinq six sept huit neuf dix</p> <p>bonjour - hello salut - hi</p> <p>au revoir – good bye à bientôt – until later</p> <p>comment t'appelles tu? – what are you called? je m'appelle... i'm called... ça va? how are you? ça va bien merci – i'm good, thank you. comme ci, comme ça – so,so ça va mal. it's not going so well. et toi? and you?</p>	<p>Sing Bonjour Blackpool.</p> <p>Revisit as needed.</p> <p>Play a number game.</p> <p>Review short conversation from last lesson.</p> <p>Give chn some pics of story characters/celebrities/class mates – stick in book and write a conversation between them.</p>
6	 	<p>Write or copy everyday words correctly. Convey simple or basic meaning Celebrate festivals and events</p>	<p>Christmas</p>	<p>There are some differences in traditions at Christmas. Who Père Noël et Père Fouettard are and their stories.</p>	<p>Compare Christmas traditions</p> <p>Write simple words</p>	<p>joyeux Noël bonnes fêtes bonne et heureuse année</p>	<p>Review from term as needed.</p> <p>Explore some French traditions at Christmas - Père Noël et Père Fouettard compare to British traditions.</p> <p>Explain that French don't really send Christmas cards but send New Year's cards instead. Chn make a New Year's Card for someone in partner class.</p>

## Year 3 Spring: My Home


Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 	Engage in conversations (KS2).	Numbers to 15  Where we live	<p>There are masculine and feminine words and adjectives agree with them; therefore: Je suis anglaise (je sweezanglayz) – feminine Je suis anglais (jesweezanglay) – masculine.</p> <p>To make a sentence negative, ne or n' (before a vowel) before the verb and pas after the verb is added.</p>	<p>Recognise numbers to 15</p> <p>Ask and answer 'where do you live?'</p>	<p>onze, douze, treize, quatorze, quinze,</p> <p>Montrez moi... Show me...</p> <p>Je me presente – I introduce myself...</p> <p>Où habites tu? – Where do you live...</p> <p>J'habite... I live</p> <p>à Blackpool – in Blackpool en Angleterre – in England dans le nord-ouest de l'Angleterre – in the north west of England</p> <p>Je suis anglais/e – I'm English Je ne suis pas francais/e – I'm not French</p>	<p>Begin to learn song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-jc">https://www.youtube.com/watch?v=MFk9YmJv-jc</a></p> <p>Revisit numbers to 10.</p> <p>Say numbers to 15. Use actions. Play games to respond to numbers eg 'Montrez moi...' with number fans/mini w/bs.</p> <p>Model: J'habite à Blackpool.</p> <p>Give chn alternatives: en Angleterre and dans le nord-ouest de l'Angleterre. Model and practise.</p> <p>Use écoutez et répétez to teach chn to say.</p> <p>Ask: Où habites tu? Choose chn to answer.</p> <p>Model je suis anglais/e. Chn learn to say. Intro idea of masculine and feminine.</p> <p>Je ne suis pas francais/e (Look up nationalities of any chn in class who are not English)</p> <p>Discuss how we could travel from Blackpool to a French speaking country.</p> <p>Model a short presentation: Bonjour Je me presente. Je m'appelle... J'habite...</p> <p>Chn practise with partner.</p> <p>Choose some to share with the class.</p>

2	 Oracy  Literacy  Grammar  Phonics	<p>Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Write or copy everyday words correctly. Convey simple or basic meaning</p>	Where we live	<p>Elision: if a word that ends in a vowel, is followed by a word that starts with a vowel or a mute h, the final vowel is dropped.</p> <p>Verbs are inflected to show agreement with the person.</p> <p><b>Liaison:</b> generally, if a word that ends in a consonant is followed by a word that starts with a vowel, they run together – 'suis anglaise' - /sweezanglayz/</p> <p>The letters 'an' make an /on/ sound.</p>	<p>Say numbers to 15</p> <p>Read and write sentence to say where we live.</p>	<p>onze, douze, treize, quatorze, quinze,</p> <p>Montrez moi... Show me...</p> <p>Je me presente</p> <p>Où habites tu?</p> <p>J'habite...</p> <p>à Blackpool en Angleterre dans le nord-ouest de l'Angleterre</p> <p>Je suis anglais/e Je ne suis pas français/e</p>	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-ic">https://www.youtube.com/watch?v=MFk9YmJv-ic</a></p> <p>Revisit as needed.</p> <p>Learn to say numbers to 15. Use écoutez et répétez. Play a numbers game.</p> <p>Show: Où habites tu? Remind of change in word order for a question. J'habite Discuss elision. Discuss change in verb ending: Tu habites/j' habite Show next to: Tu t'appelles/je m'appelle Ask chn to identify inflections for verbs for je form and tu form.</p> <p>Show: je suis anglais/e Discuss liaison.</p> <p>Ask chn to read: à Blackpool en Angleterre dans le nord-ouest de l'Angleterre Discuss pronunciation of 'an'</p> <p>Chn make a passport for themselves that includes their name, their age, their nationality and where they live.</p>
3	 Oracy  Grammar  Phonics	<p>Engage in conversations (KS2).</p>	Family members	<p>'mon' is used for masculine singular nouns and feminine singular nouns starting with a vowel or silent 'h', 'ma' for feminine singular nouns starting with a consonant, and 'mes' for all plural nouns.</p>	<p>Understand, respond to and say family names</p>	<p>avec...</p> <p>ma famille mon père mon frère ma mère ma soeur mon beau-père ma belle- mère</p>	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-ic">https://www.youtube.com/watch?v=MFk9YmJv-ic</a></p> <p>Revisit as needed.</p> <p>Identify family names within the song. Learn to say family names.</p> <p>Identify masculine and feminine family names – intro mon/ma/mes.</p> <p>Model: J'habite avec... Chn practise with partners.</p>




							<p>Model conversation using language learned so far.</p> <p>Chn walk the talk.</p>
4	 Oracy  Literacy  Phonics	Engage in conversations (KS2). Read out loud core (familiar) words and phrases.	Family members	The letters 'in' make a nasal /an/ sound.  Avoir is an irregular verb.	Ask and answer: do you have any brothers and sisters?  Say what somebody else is called.	As-tu des frères et sœurs? J'ai Je n'ai pas il/elle s'appelle	Continue to learn song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-jc">https://www.youtube.com/watch?v=MFk9YmJv-jc</a>  Revisit as needed.  Count to 15. Show numbers in written form. Look at relationships un/onze, deux/douze, trois/treize, quatre/quatorze, cinq/quinze. Discuss pronunciation of 'in'.  As-tu des frères et sœurs? J'ai un/deux soeur/ frère etc. Je n'ai pas des frères et sœurs  Compare verb forms: j'ai/tu as j'habite/tu habites  Remind of Je m'appelle, tu t'appelles and intro il/elle s'appelle  Model: J'ai un frère. Il s'appelle Jean.  Circle – ask and answer around the circle











5	 Oracy  Literacy	<b>Read out loud core (familiar) words and phrases.</b> Write or copy everyday words correctly. Convey simple or basic meaning	Family members		Read number words  Read family names  Write simple sentences	All vocabulary from term	Sing song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-jc">https://www.youtube.com/watch?v=MFk9YmJv-jc</a>  Revisit as needed.  Montrez-moi - show number words on whiteboard – chn to show numerals on number fans/mini whiteboards.  Read family names.  Chn answer written questions to write a short presentation about themselves that includes all language so far.  Chn begin to present – partner class?
6	 Literacy		Family members			All vocabulary from term	Sing song: <a href="https://www.youtube.com/watch?v=MFk9YmJv-jc">https://www.youtube.com/watch?v=MFk9YmJv-jc</a>  Chn continue their presentations.

### Year 3 Summer: My School





Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy	Engage in conversations (KS2).	Pencil case items		Learn numbers to 20  Understand and say pencil case items	seize, dix-sept ,dix-huit ,dix-neuf, vingt	Begin to learn song: <a href="https://www.youtube.com/watch?v=ZI9dp7nt7pg">https://www.youtube.com/watch?v=ZI9dp7nt7pg</a>  Revisit as needed.  Recap numbers to 15 and intro to 20 – play game for chn to respond to words.  Recap classroom instructions – Jaques a dit.  Intro vocabulary for pencil case items – show item and say its name.  Give each child a pic of a pencil case item – play Sudden Death.












							<p>Show pencil case and items. Use écoutez et répétez to begin to learn to say.</p> <p>Play Kim's game.</p>
2	 Oracy  Literacy  Grammar	<p>Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Convey simple or basic meaning</p>	Pencil case items	<p>'Qu'est-ce qu'il y a' as question opener – 'What is there...'</p> <p>Un/une/des – masc/fem/plural – a/a/some</p>	<p>Ask and answer: what is in your pencil case/backpack?</p> <p>Read words for pencil case items</p>	<p>Qu'est-ce qu'il y a en classe? Qu'est-ce qu'il y a dans ta trousse? Qu'est-ce qu'il y a dans ton sac à dos? Qu'est-ce qu'il y a sur la table?</p> <p>Dans ma trousse, il y a Dans mon sac à dos, il y a Sur la table, il y a</p> <p>un livre a reading book un cahier an exercise book un crayon a pencil un stylo a pen un taille-crayon a sharpener un sac à dos a rucksack un bâton de colle a glue stick une calculatrice a calculator une règle a ruler une gomme a rubber une trousse a pencil case des ciseaux a pair of scissors</p>	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=ZI9dp7nt7pg">https://www.youtube.com/watch?v=ZI9dp7nt7pg</a></p> <p>Revisit as needed.</p> <p>Model questions – what stays the same? What changes?</p> <p>Model answers.</p> <p>Show item/pic and ask question – chn to answer.</p> <p>Chn to repeat in pairs.</p> <p>Show words for items – read together. Discuss difference between un/une/des.</p> <p>Chn draw items to match labels.</p>



3	 Oracy  Literacy  Grammar	Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Write or copy everyday words correctly.	Pencil case items	Adjectives usually go after the noun (not petit/e grand/e)	Read and write numbers to 20  Label pencil case items	Bleu Vert Jaune Rouge	Continue to learn song: <a href="https://www.youtube.com/watch?v=ZI9dp7nt7pg">https://www.youtube.com/watch?v=ZI9dp7nt7pg</a>  Revisit as needed.  Recap question and answers from last lesson. Practise together.  Read number words from zero to vingt.  Recap words for items together.  Show chn pics/items – they label with number and item.  Intro colours and word order: Un stylo bleu etc
4	 Oracy  Literacy  Grammar	Engage in conversations (KS2). Write or copy everyday words correctly.	Colours	'e' isn't added for feminine if adjective already ends 'e' – eg un stylo rouge	Write sentences to describe what is in my pencil case	Dans ma trousse, il y a Dans mon sac à dos, il y a Sur la table, il y a	Continue to learn song: <a href="https://www.youtube.com/watch?v=ZI9dp7nt7pg">https://www.youtube.com/watch?v=ZI9dp7nt7pg</a>  Revisit as needed.  Show colour words and review agreement.  Chn to write sentences to describe contents of their bag/table/pencil case.
5	 Oracy  Grammar	Listen to songs and rhymes and explore sounds	Les Trois Petits Cochons	Negatives: Tu n'entres pas Je ne suis pas fous.	Listen to and understand the main points	Vocabulary from song	Revisit as needed.  Use: <a href="https://www.youtube.com/watch?v=1qxnz0z_hg">https://www.youtube.com/watch?v=1qxnz0z_hg</a>  Translate together using cognates, near cognates and chn's knowledge of the story to help.  Begin to learn.
6	 Oracy  Grammar	Listen to songs and rhymes and explore sounds	Les Trois Petits Cochons	Agreement of Petits and Cochons	Answer questions about a story in French	Vocabulary from song	Revisit as needed.  Sing together: <a href="https://www.youtube.com/watch?v=1qxnz0z_hg">https://www.youtube.com/watch?v=1qxnz0z_hg</a>  Chn answer simple questions in French about the story in the song eg: Combien de cochons y a-t-il? Comment etait le loup? Qui a peur du loup? Qui a tombé dans la soupe?

## Year 4 Autumn: Myself



Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy  Grammar	<b>Speak and understand a range of spoken phrases, present tense</b> Masculine and female forms (KS2)	Body parts	'mon' is used for masculine singular nouns and feminine singular nouns starting with a vowel or silent 'h', 'ma' for feminine singular nouns starting with a consonant, and 'mes' for all plural nouns.	Understand and say words for body parts  Understand numbers to 25	la tête - head la bouche - mouth la main - hand le nez - nose les pieds - feet les yeux - eyes les cheveux - hair les doigts - fingers  vingt-et-un, vingt-deux, vingt-trois, vingt-cinq,	Review greetings and phrases about self from Y3.  Begin to learn: "Tête, Épaules, Genoux, Pieds" <a href="https://www.youtube.com/watch?v=eVbbLXPdJKQ">https://www.youtube.com/watch?v=eVbbLXPdJKQ</a>  Introduce words for body parts. Play simple game to ensure understanding eg Touchez...  Review mon/ma/mes and apply to body parts.  Écoutez et répétez – practise pronunciation of body parts.  Review counting to 20 from Y3 – intro numbers to 25. Play numbers game eg fruit salad/bingo.
2	 Oracy  Grammar	<b>Speak and understand a range of spoken phrases, present tense</b> Masculine and female forms (KS2) Engage in conversations (KS2).	Hair and eye colour	Adjectives usually go after the noun (not petit/e grand/e)  Adjectives must agree with their noun, which means that they have to show whether they are masculine or feminine and singular or plural – add 'e' for feminine and 's' for plural eg 'J'ai les cheveux bruns'	Describe hair and eye colour	Brun/e – brown (hair) Marrown – brown (eyes) roux/rousse – red (hair) blond/e - blond vert/e - green bleu/e - blue gris/e – grey Et - and Mon/ma/mes ____ est/sont ____ Eg Mes <u>cheveux</u> sont <u>bruns</u>	Continue to learn: "Tête, Épaules, Genoux, Pieds" <a href="https://www.youtube.com/watch?v=eVbbLXPdJKQ">https://www.youtube.com/watch?v=eVbbLXPdJKQ</a>  Revisit as needed.  Revise body parts from last lesson.  Introduce vocabulary for hair and eye colours.  Practise using "J'ai" + noun + adjective (e.g. J'ai les yeux bruns).  Remind of mon/ma/mes and model Mon, ma, mes ____ est/sont ____.  Intro coordination – 'et'.






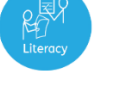


							<p>Chn practise describing self – paired, Toe to Toe, Walk the Talk etc.</p> <p>Intro 'il a.../elle a...'</p> <p>Play "Guess Who?" (devine qui c'est) game with physical descriptions teacher to start and describe a person in the class – choose someone to answer and if they get right they describe another person etc.</p>
3	 Oracy  Literacy  Phonics	<p><b>Speak and understand a range of spoken phrases, present tense</b>  <b>Read out loud unfamiliar words and phrases</b>  Engage in conversations (KS2).</p>	Description of appearance	<p><b>Liaison:</b> generally, if a word that ends in a consonant is followed by a word that starts with a vowel, they run together</p>	<p>Describe ourselves to somebody else</p> <p>Read sentences describing physical appearance</p>	<p>Vocabulary from Year 3.  Vocabulary from this unit so far.</p>	<p>Continue to learn: "Tête, Épaules, Genoux, Pieds"</p> <p><a href="https://www.youtube.com/watch?v=eVbblXPdJKQ">https://www.youtube.com/watch?v=eVbblXPdJKQ</a></p> <p>Revisit as needed.</p> <p>Model simple verbal description of self using vocabulary about self from Year 3 (eg. Je m'appelle... J'habite... J'ai... [frères et soeurs]) and add on new phrases learned this year.</p> <p>Chn to practise in pairs.</p> <p>Choose chn to model.</p> <p>Read simple sentences describing physical appearance. Remind of liason in context of 'les yeux'.</p> <p>Match pictures with written descriptions.</p>






4	 Oracy  Grammar  Literacy	<b>Read out loud unfamiliar words and phrases</b> Engage in conversations (KS2). Masculine and female forms (KS2)		Adjectives must agree with their noun, which means that they have to show whether they are masculine or feminine and singular or plural – add 'e' for feminine and 's' for plural eg 'J'ai les cheveux bruns'		Comment te sens-tu?/Qu'est-ce que tu sens? Je me sens... Je suis... Supris/e Inquiet/e triste content/e heureux/heureuse en colère	Continue to learn: "Tête, Épaules, Genoux, Pieds" <a href="https://www.youtube.com/watch?v=eVbblXPdJKQ">https://www.youtube.com/watch?v=eVbblXPdJKQ</a>  Revisit as needed.  Intro language for feelings.  Say emotion and chn role play.  Practise asking and answering question around class and in pairs.  Show words. Remind of adjectival agreement. Read some simple sentences together.
5	 Oracy  Literacy  Phonics	Write one or two short sentences <b>Use internet and dictionaries to find out the meanings of new words</b>	Description of appearance		Write sentences to describe appearance	Vocabulary from term	Continue to learn: "Tête, Épaules, Genoux, Pieds" <a href="https://www.youtube.com/watch?v=eVbblXPdJKQ">https://www.youtube.com/watch?v=eVbblXPdJKQ</a>  Revisit as needed.  Review counting to 25. Show words and chn to show number – number fans/miniwbbs etc.  Review language from last lesson reading simple sentences aloud.  Model how to use an online English to French dictionary to find vocabulary (but not phrases or sentences).  Show appearances. Chn write simple sentences to describe using online dictionary or provided word banks if needed.

6	 	<b>Use phonic (or logographic / tone in Mandarin)</b> <b>Knowledge to read unfamiliar and/or nonsense words</b> <b>Read and understand short written phrases being able to recall and respond in English</b> <b>Demonstrate some knowledge &amp; understanding of the customs and features of the countries or communities where the language is spoken</b>	Christmas		Know some French Christmas traditions  Read and understand a short story in French	Revisit as needed.  Research and compare some English and French Christmas traditions – comparison grid.  Read 'Pierre et Monsieur Bonhomme de Neige' together. Answer simple questions about the story.
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### Year 4 Spring: My Home

Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 	<b>Understand standard language (sometimes asking for words or phrases to be repeated).</b> <b>Answer simple questions and give basic information.</b> <b>Give responses to questions about everyday events</b>	Weather	In French, we don't say 'It is warm/cold/ etc for the weather; 'Il fait...@ literally translates as 'It does...'	Ask and answer what the weather is like	Quel temps fait-il? What's the weather like ? Il pleut – it's raining Il neige – it's snowing Il fait... - it's Chaud - warm Froid - cold Beau - beautiful Mauvais - horrible Nuageux - cloudy Il fait/Il y a... it's du soleil - sunny du vent - windy du brouillard - foggy	Begin to learn song: <a href="https://www.youtube.com/watch?v=eBvJV OuBPXI">https://www.youtube.com/watch?v=eBvJV OuBPXI</a>  Review vocabulary from Y3: Où habites tu? Je suis anglais/e Je ne suis pas français/e J'habite... à Blackpool en Angleterre dans le nord-ouest de l'Angleterre  Intro vocabulary for weather with actions. Say weather word and chn show action. Show action and chn say weather phrase.




							<p>Repeat in pairs.</p> <p>Play games with weather phrases to show understanding.</p>
2	   	<p><b>Speak and understand a range of spoken phrases, present tense and past tense wherever possible</b></p> <p>Engage in conversations (KS2).</p>	Weather	<p>There is also a past tense in French</p> <p>Remind of 'rois' /wa/ phoneme</p> <p>'au' - /ō/</p>	<p>Use the past tense to describe the weather</p> <p>Read phrases about the weather</p>	<p>aujourd'hui - today</p> <p>hier - yesterday</p> <p>il a plu - it rained</p> <p>il a neigé - it snowed</p> <p>il faisait du soleil - it was sunny</p> <p>il faisait du vent - it was windy</p> <p>il faisait du brouillard - it was foggy</p>	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=eBvJV OuBPXI">https://www.youtube.com/watch?v=eBvJV OuBPXI</a></p> <p>Revisit as needed.</p> <p>Review last week's vocab asking chn 'Quel temps fait-il aujourd'hui?'</p> <p>Intro past tense with - Quel temps fait-il hier?'</p> <p>Chn practise asking and answering questions.</p> <p>Give chn weather phrases. Can they see any GPCs we have come across in other words? They read and sort into present tense and past tense.</p>
3	 	<p>Write short phrases used in everyday conversations correctly</p> <p><b>Convey meaning with increasing accuracy but with some mistakes</b></p> <p><b>Use translation dictionaries to check words</b></p>	Weather		Write and say phrases about the weather	As above	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=eBvJV OuBPXI">https://www.youtube.com/watch?v=eBvJV OuBPXI</a></p> <p>Revisit as necessary.</p> <p>Review language from previous lessons.</p> <p>Show a weather forecast - in English or French.</p> <p>Give chn different weather picture cards - in pairs, they write and present a weather forecast.</p>
4	 	<p><b>Answer simple questions and give basic information.</b></p> <p><b>Speak and understand a range of spoken phrases</b></p> <p>Engage in conversations (KS2).</p>	Family description	<p>Avoir (to have) is a very useful verb and is used whenever we would say 'have' in English. It is also used to form other tenses, such as the perfect.</p> <p>J'ai</p> <p>Tu as</p> <p>Il/elle a</p> <p>Nous avons</p> <p>Vous avez</p> <p>Ils/elles ont</p>	Describe family members	<p>Comment est-il/elle? - what are they like?</p> <p>une barbe - a beard</p> <p>des fossettes - dimples</p> <p>des taches de rousseur - freckles</p> <p>une moustache - mustache</p> <p>une cicatrice - a scar</p> <p>un tatouage - a tattoo</p> <p>des rides - wrinkles</p>	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=eBvJV OuBPXI">https://www.youtube.com/watch?v=eBvJV OuBPXI</a></p> <p>Revisit as necessary.</p> <p>Count to 25. Intro numbers to 30.</p> <p>Review vocabulary for family from Y3 :  J'habite avec...  ma famille  mon père  mon frère  ma mère</p>






							<p>ma soeur mon beau-père ma belle- mère</p> <p>Ask chn: As tu des frères ou des soeurs? Say, 'Quel âge as-t'il/elle?', and ask if chn can use knowledge to figure out what it means. Look at present tense verb avoir and discuss forms.</p> <p>Intro new vocab and practise.</p> <p>Ask chn: Comment est-il/elle? Encourage chn to describe using both known and new vocabulary.</p>
5	 Oracy  Literacy  Phonics	<p>Label items and choose appropriate words to complete short sentences</p> <p>Write short texts on familiar and connected topics</p> <p><b>Include imaginative and adventurous word choices</b></p> <p><b>Convey meaning with increasing accuracy but with some mistakes</b></p>	Family descriptions	GPC 'i' = /ee/	Write sentences to describe a family member	All	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=eBvJV OuBPXI">https://www.youtube.com/watch?v=eBvJV OuBPXI</a></p> <p>Revisit as necessary.</p> <p>Count to 30. Show number words. Chn label given numbers.</p> <p>Show chn words and phrases to describe family. Read together. Discuss how pronunciation of 'des rides' differs from 'English 'rides' despite having the same spelling.</p> <p>Chn choose a family member, draw and describe them – could have specific questions as a prompt.</p>
6	 Oracy  Intercultural understanding	<p><b>Demonstrate some knowledge &amp; understanding of the customs and features of the countries or communities where the language is spoken</b></p>	Traditional French story		<p>Listen to and recall main points from a traditional French story</p> <p>Compare a traditional story in French with one in English</p>	As arises from the story	<p>Watch and listen to Riquet À La Houppe. <a href="https://www.youtube.com/watch?v=zLPd-hN8RHI">https://www.youtube.com/watch?v=zLPd-hN8RHI</a> (Settings can be changed to show subtitles or translation.)</p> <p>Ask questions to ensure chn have understood the basics of the story. Are there any cognates/near cognates that they spotted?</p> <p>Discuss if it is like any traditional stories that they know in English.</p> <p>Explain that a lot of fairy tales that we know are from French.</p>







Compare Riquet À La Houppe with a know traditional story in English.




## Year 4 Summer: My School






Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1		Engage in conversations (KS2). Understand standard language (sometimes asking for words or phrases to be repeated). Answer simple questions and give basic information. Give responses to questions about everyday events	Time and days	Literal translation is 'What hour is it?'	Ask and answer what time is it  Say days	Quel heure est-il? Il est _____ heure  Les jours de la semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Revisit song from Y3 <a href="https://www.youtube.com/watch?v=Z19dp7nt7pg">https://www.youtube.com/watch?v=Z19dp7nt7pg</a> and review classroom/pencil case items.  Count to 30.  Intro question and answer: Quel heure est-il? Il est _____ heure Practise saying using écoutez et répétez. Show time on clock and ask children to say what time it is. Keep to O'clock and half past.  Chn practise in pairs.  Begin to learn days – singing to the tune of Yankee Doodle Dandy: Lundi, mardi, mercredi, jeudi, jeudi, Lundi, mardi, mercredi, jeudi, vendredi, Samedi, dimanche Samedi, dimanche, Lundi, mardi, mercredi, jeudi, vendredi,
2	 	<b>Use phonic (or logographic / tone in Mandarin) Knowledge to read unfamiliar and/or nonsense words</b> Read out loud core (familiar) words and phrases. Engage in conversations (KS2).	Subjects and days of week	Days of the week are always masculine in French. They are never capitalised unless at the start of a sentence. All but dimanche end in 'di' and dimanche starts with it instead.  Perfect is formed by using form of 'avoir' and past participle.	Read words for days  Say a sentence to describe what subject I study when.	J'étudie + (subject) + à + (number) + heures. I study (subject) at (number) o'clock.  le dessin - art le sport – sport/PE le français - French l'anglais (m) - English la géographie - geography la technologie - DT l'informatique(f) - computing l'histoire(f) - history les sciences (f pl) - science	Begin to learn song <a href="https://www.youtube.com/watch?v=IApnWE3tBew">https://www.youtube.com/watch?v=IApnWE3tBew</a>  Revisit as needed.  Intro classroom subjects using actions/pics. Play games to help chn remember – fruit salad/sudden death etc. Discuss cognates and near cognates and differences in their pronunciation.  Review times.

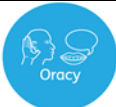




						les maths (f pl) - maths	<p>Sing days song again. Show names of days. Read together. What do chn notice?</p> <p>Model saying sentence using days, times and subjects eg 'Lundi j'étudie les maths à neuf heures.' Show a day, subject and time and ask chn to say the sentence.</p> <p>Review forms of verb 'avoir' – show on board and chn read.</p> <p>Intro question: Qu'as-tu étudié hier ?</p> <p>Practise answers: Eg Hier, j'ai étudié les maths, l'anglais et les sciences. Discuss how past tense is formed in these sentences.</p>
3	 	<p>Engage in conversations (KS2). Read out loud core (familiar) words and phrases. Write or copy everyday words correctly.</p>	Subjects, days and times		<p>Read sentences to describe what subject I study and when</p> <p>Create a timetable in French</p>	<p>J'étudie + (subject) + à + (number) + heures. I study (subject) at (number) o'clock.</p> <p>le dessin - art le sport – sport/PE le français - French l'anglais (m) - English la géographie - geography la technologie - DT l'informatique(f) - computing l'histoire(f) - history les sciences (f pl) - science les maths (f pl) - maths</p>	<p>Continue learning song <a href="https://www.youtube.com/watch?v=IApnWE3tBew">https://www.youtube.com/watch?v=IApnWE3tBew</a></p> <p>Revisit as needed.</p> <p>Count to 30.</p> <p>Display subject names – emphasise difference in pronunciation where spelling is same/similar.</p> <p>Give chn blank timetable grid and display/give sentences eg 'Mardi j'étudie les science à deux heures.' Chn use sentences to complete timetable.</p>
4	 	<p>Engage in conversations (KS2). <b>Use phonic (or logographic / tone in Mandarin)</b> <b>Knowledge to read unfamiliar and/or nonsense words</b> <b>Read and understand short written phrases</b></p>	Subjects	Negative formation: je n'aime pas	Express likes and dislikes	<p>Quelle est ta matiere favorite? – What's your favourite subject? Ma matiere favorite est... My favourite subject is...</p> <p>Est-ce que tu aimes...? Do you like...?</p> <p>J'aime ... - I like ... J'adore ... - I love ...</p>	<p>Continue learning song <a href="https://www.youtube.com/watch?v=IApnWE3tBew">https://www.youtube.com/watch?v=IApnWE3tBew</a></p> <p>Revisit as needed.</p> <p>Intro vocab: Ma matiere favorite est...</p> <p>Ask and answer around the room using: Quelle est ta matiere favorite?</p>


		being able to recall and respond in English				Non, je n'aime pas ... - No, I do not like Non, je déteste ... - No, I hate ...	Intro vocab: J'aime ... I like ... J'adore ... I love ... Non, je n'aime pas ... No, I do not like Non, je déteste ... No, I hate ...  Ask and answer around the room using: Est-ce que tu aimes...?  Model a short conversation using time table from last week and vocabulary from previous weeks: Eg Quand étudies tu l'histoire ? Jeudi j'étudie les l'histoire à une heure.' Est-ce que tu aimes l'histoire ? Oui j'adore l'histoire. C'est ma matière préférée.  Chn practise short conversation.
5	 		Subjects	Coordination and subordination using these conjunctions follows the same pattern as English.	use coordination and subordination	mais - but et - and même si - although parce que because  cependant – however (adverb) c'est... it is... amusant - fun utile - useful intéressant - interesting facile - easy ennuyeux - boring difficile - difficult	Continue learning song <a href="https://www.youtube.com/watch?v=IApnWE3tBew">https://www.youtube.com/watch?v=IApnWE3tBew</a>  Revisit as needed.  Show vocabulary covered last week and ask chn to read a short conversation.  Intro conjunctions. Practise saying.  Intro adjectives. Practise saying.  Ask chn to use these to build on their sentences from last week. Eg Je n'aime pas les maths parce que c'est difficile. Cependant, j'adore l'histoire parce que c'est intéressant.  Display all vocabulary and ask chn to use to build own verbal sentences.
6	 		Me		Write a short letter that describes themselves	All	Write a letter in French to tell their new teacher all about themselves that includes language from Y3 and Y4.  Give question prompts/scaffold to support and allow to use a dictionary/wordbank.

## Year 5 Autumn: Myself



Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy  Grammar	<b>Take part in discussions and tasks</b> <b>Ask and answer questions</b> Masculine and female forms (KS2)	Birthdays	Ton/ta/tes – 2 <sup>nd</sup> person possessive Son/sa/ses – 3 <sup>rd</sup> person possessive Always agrees with the following noun and not the person.	Say when our birthday is	Trente et un, trente deux, trente trois, trente quatre, trente cinq  Les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre  Quelle est la date de ton anniversaire? Quand est ton anniversaire? Mon anniversaire est en.....	Begin to learn song: How Far I'll go (in French) <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a>  Count to 30. Introduce numbers to 35. Use games to practise counting.  Begin to learn the months using écoutez et répétez. Discuss cognates and near cognates. Ask chn to remember and practise saying the month of their birthday.  Review from previous years: Quel âge as-tu? J'ai ___ ans.  Intro: Mon anniversaire est en.....  Practise around the room using the questions: Quelle est la date de ton anniversaire? Quand est ton anniversaire?  Paired practice – Toe to Toe/Walk the Talk etc.  Ask chn about their partner's birthday: Quelle est la date de son anniversaire? What has changed? Can they apply the same change to the answer? Son anniversaire est en...
2	 Oracy	<b>Take part in discussions and tasks</b> <b>Ask and answer questions</b>	Dates	Past tense: est/était  'er' and 'é' = /ay/ (in 'hier' there is generally an 'r' sound at the end but not in most instances of 'er' and not in months – eg /jonviay/	Read names for months  Say what the date is today  Say what the date was yesterday	Quelle est la date aujourd'hui? – What is the date today? Aujourd'hui c'est le day + number + month – Today is the ...  Quelle était la date hier? - What was the date yesterday? Hier c'était le + day + number + month. – Yesterday was the...	Continue to learn song: How Far I'll go (in French) <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a>  Revisit as necessary.  Review days of week from Year 4 – display words and chn read.






	 Grammar  Phonics					<p>Say months from last lesson. Display words and chn read. Discuss similarities in spelling with English but reinforce different phonic system so different pronunciation.</p> <p>Intro and practise: Aujourd'hui c'est le <i>day + number + month</i></p> <p>Show calendar date on board in English and ask chn to give date in French: Quelle est la date aujourd'hui?</p> <p>Chn practise in pairs.</p> <p>Ask: Quelle était la date hier? What has changed? Can chn figure out what it says? Can they use their existing knowledge to figure out an answer? Hier c'était le + day + number + month.</p> <p>Play games to practise.</p>
3	 Oracy  Literacy  Phonics	<p><b>Read short texts independently Read and understand the main points in short written texts and respond in both languages</b></p> <p>Write short phrases from memory with spelling that is readily understandable</p>	Dates and birthdays		Read and write dates	<p>Quelle est le date de l'anniversaire de...</p> <p>Continue to learn song: How Far I'll go (in French)  <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a></p> <p>Revisit as necessary.</p> <p>Show phrases learned in lesson 1 and lesson 2. Is there anything surprising about them? Is there anything that they have learned already that can help them remember the phrases and how to pronounce them correctly.</p> <p>Show a short written text on the board that contains the birthdays of various people – celebrities etc. Chn read. Ask in French: Quelle est le date de l'anniversaire de... Chn to respond in French. Son anniversaire est le + number + month.</p> <p>Chn create a birthday poster for the people on their table.</p>

4	 Oracy  Grammar	<b>Take part in discussions and tasks</b> <b>Ask and answer questions</b>	Clothes	Most adjectives go after the noun –petit/grand go before	Say names for clothes  Add adjectives	Qu'est-ce que tu portes? Qu'est-ce que il/elle porte?  Je porte... les vêtements une jupe une chemise un pull un tee-shirt un pantalon un jean des chausseurs  rouge, rose, orange, violet(te) jaune, Je porte noun + adjective	Continue to learn song: How Far I'll go (in French) <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a>  Revisit as necessary.  Intro words for clothes using actions/picture cards/items etc. Play games to help chn understand them – fruit salad/sudden death etc.  Quick flash or slow reveal item/picture and chn to say what it is.  Show picture of character and ask: Qu'est-ce qu'il/elle porte?  Ask chn to answer Il/Elle porte + noun.  Review known colours. Intro new colours. Play Kim's game or similar.  Model : Il/elle porte une jupe bleue. Remind of word order.  Show pictures of people and ask : Qu'est-ce qu'il/elle porte?  Chn answer using noun + adjective.  Ask : Qu'est-ce que tu portes? Chn describe what they are wearing.
5	 Oracy  Literacy  Grammar	<b>Read and understand the main points in short written texts and respond in both languages</b> <b>Read short texts independently</b> Masculine and female forms (KS2) Write short descriptive sentences using familiar expressions.	Clothes	Verb porter: Je porte Tu portes Il/ells porte Nous portons Vous portez Ils/ells portent  Adjectival agreement	Read and write names for clothes with adjectival agreement	Qu'est-ce que tu portes? - What are you wearing? Qu'est-ce que il/elle porte? – What is he/she wearing?  Je porte... - I am wearing les vêtements - clothes une jupe – a skirt une chemise – a blouse un pull – a jumper un tee-shirt – a t-shirt un pantalon - trousers un jean - jeans des chaussures - shoes	Continue to learn song: How Far I'll go (in French) <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a>  Revisit as necessary.  Count to 35. Match numerals to words.  Show vocabulary and read together.  Show short written description of what someone is wearing. Ask chn to draw the person.






		<b>Include imaginative and adventurous word choices</b>				rouge, rose, orange, violet(te) jaune,  Je porte noun + adjective  Au weekend	Show 'Je porte des chaussures violettes.' Discuss how violet has to become feminine and plural to agree with chaussures.  Ask chn to write a paragraph to describe what they wear at the weekend. They can use a word bank or dictionary if needed.
6		<b>Make comparisons between life in countries or communities where the language is spoken &amp; this country</b>	Clothes	France is famous for fashion. Chn don't generally wear uniform for school in France.	Compare French and English fashion		Continue to learn song: How Far I'll go (in French) <a href="https://www.youtube.com/watch?v=DB3DXcy8CJc">https://www.youtube.com/watch?v=DB3DXcy8CJc</a>  Revisit as necessary.  Mini whiteboards – montrez moi... ask chn to write the French for different numbers up to 35.  Research and compare fashion in France and England. Compare what chn wear for school. Complete a comparison grid.




### Year 5 Spring: My Home

Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 	<b>Ask and answer questions and talk about interests</b> <b>Take part in discussions and tasks</b>	Where we live	'gne' = /nya/	Say where we live	J'habite dans... I live in une maison – a house un appartement – a flat  J'habite... - I live en ville – in a town à la campagne. – in the countryside au bord de la mer – at the seaside	Begin to learn song: <a href="https://www.youtube.com/watch?v=5zmJZQIeS1o">https://www.youtube.com/watch?v=5zmJZQIeS1o</a>  Review from previous years: Show Où habites tu? J'habite en Angleterre. J'habite dans le nord-ouest de l'Angleterre. J'habite à Blackpool. Chn to read. Ask and answer around the class.  Intro new vocab using pictures/actions – play games to ensure understanding.  Chn begin to say using écoutez et répétez.



							<p>Show picture/action and chn to say.</p> <p>Model asking and answering question.</p> <p>Chn to do in pairs.</p> <p>Model building a conversation to ask and answer questions about self and home using vocab/phrases from previous years.</p> <p>Chn to ask and answer questions in pairs/around the room etc.</p>
2	 Oracy  Literacy  Grammar	<b>Read short texts independently</b> Transcribe words and short sentences that they hear with increasing accuracy	Where we live	Verb habiter J'habite Tu habites Il/elles habite Nous habitons Vous habitez Ils/ells habitent	Read and write places where we live	J'habite dans... I live in une maison – a house un appartement – a flat  J'habite... - I live en ville – in a town à la campagne. – in the countryside au bord de la mer – at the seaside	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=5zmJZQIeS1o">https://www.youtube.com/watch?v=5zmJZQIeS1o</a></p> <p>Revisit as needed.</p> <p>Ask:            Où habites tu?            Discuss verb forms and difference between 'je' and 'tu' forms – compare to 'porter'.            Discuss different responses and encourage responses from previous years.</p> <p>Show all possible responses on board. Chn to read aloud.</p> <p>Show chn vocab introduced last week.            Discuss spelling of different words.</p> <p>Remove vocab and give chn pictures of different homes in different places. Say a home/place and chn write it on the correct one using their French phonic knowledge.</p>
3	 Oracy  Grammar	<b>Ask and answer questions</b> <b>Take part in discussions and tasks</b> <b>Demonstrate a growing accurate vocabulary</b>	Rooms	Negative formed with ne + verb + pas	Say what rooms are in a typical English home	Chez-moi... At my home/house Il y a ... there is eh haut - upstairs en bas - downstairs l'escalier - stairs le salon - living room la cuisine - kitchen la salle à manger - dining room la chambre - bedroom la salle de bains - bathroom le jardin – garden le garage - garage	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=5zmJZQIeS1o">https://www.youtube.com/watch?v=5zmJZQIeS1o</a></p> <p>Revisit as needed.</p> <p>Intro new vocab with pictures. Discuss cognates and near cognates. Play listening games to ensure understanding.</p> <p>Chn practise saying new vocabulary.</p>








						<p>Il n'y a pas – there isn't</p> <p>Trente six, trente sept, trente huit, trente neuf, quarante</p>	<p>Recap formation of negative. Can children use ne... pas to make any known phrases/verbs negative? (eg Je n'habite pas... Je ne porte pas... etc Remind of Je n'aime pas...)</p> <p>Intro: Chez moi il n'y a pas ...</p> <p>Model describing a home. Chn describe own own or given pictures of a home to a partner.</p> <p>Play games to review numbers to 35. Intro numbers to 40. Practise saying.</p>
4	 	<p><b>listen to a variety of forms of spoken language to obtain information &amp; respond appropriately</b></p>	Rooms and where we live		Read and understand descriptions of a home	All	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=5zmJZQIeS1o">https://www.youtube.com/watch?v=5zmJZQIeS1o</a></p> <p>Revisit as needed.</p> <p>Show chn vocabulary. Read together. Discuss same spelling but different pronunciation of 'garage'. Do they know any other words like this?</p> <p>Give chn questions about different homes. Read passage about homes slowly and let chn write the answers.</p>
5	  	<p>Write short descriptive sentences using familiar expressions.</p>	Rooms and where we live	<p>Indefinite article: le/la/les</p> <p>Definite article: un/une/des</p>	Write sentences about our home	All	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=5zmJZQIeS1o">https://www.youtube.com/watch?v=5zmJZQIeS1o</a></p> <p>Revisit as needed.</p> <p>Discuss articles.</p> <p>Chn write a description of own home/fictional home to include where it is and what sorts of rooms it has. Use dictionaries/word banks if needed.</p>

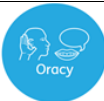




6	 Oracy  Literacy  Intercultural understanding	<b>Describe with some interesting details some aspects of countries or communities where the language is spoken</b> <b>Give a short prepared balanced argument that includes opinions and appreciation of other views or perspectives</b>	Where we live		Compare a typical English home and a typical French home	J'aime ... - I like ... J'adore ... - I love ... Non, je n'aime pas ... - No, I do not like Non, je déteste ... - No, I hate	Show some info on French homes. Complete a comparison grid in French as a class.  Review expressing opinion from Year 4.  Chn to prepare a short presentation to say what country and what home they would prefer to live in. Can they remember coordination/subordination to extend their sentences? Eg J'aime ma maison au bord de la mer en Angleterre parce que j'aime habiter avec ma soeurs.
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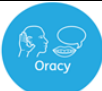


### Year 5 Summer: My School

Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy  Literacy	<b>Read and understand the main points in short written texts and respond in both languages</b>	Time, subjects and numbers		Write number words to 40	Quel heure est-il? Il est _____ heure  Les jours de la semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche  <u>J'étudie + (subject) + à + (number) + heures. I study (subject) at (number) o'clock.</u>  le dessin - art le sport – sport/PE le français - French l'anglais (m) - English la géographie - geography la technologie - DT l'informatique(f) - computing l'histoire(f) - history les sciences (f pl) - science les maths (f pl) – maths  Quelle est ta matiere favorite? – What's your favourite subject? Ma matiere favorite est... My favourite subject is...  Est-ce que tu aimes...? Do you like...?	Revisit song from Y3 <a href="https://www.youtube.com/watch?v=ZI9dp7nt7pg">https://www.youtube.com/watch?v=ZI9dp7nt7pg</a> and review classroom/pencil case items.  Review from Year 4. Show chn a timetable in French. Ask them to read and answer questions about it.  Ask chn to say what their favourite subject is and why.  Count to 40. Show number words. Can chn spot any patterns? How can this help them remember?  Chn label numerals with words.




						<div>J'aime ... - I like ... J'adore ... - I love ... Non, je n'aime pas ... - No, I do not like Non, je déteste ... - No, I hate</div>	
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2	 	<p><b>Understand the main points from spoken passages</b>  <b>Ask and answer questions and talk about interests</b>  <b>Take part in discussions and tasks</b>  <b>Demonstrate a growing accurate vocabulary</b>  <b>Refer to recent experiences, everyday activities and interests.</b></p>	Transport	<p>Forms of à for 'at/to the':  masculine noun - au  feminine noun - à  lavowel or h - à l' plural  noun - aux</p>	<p>Understand and say words for transport</p>	<p>Comment vas-tu à l'école ?  Je vais à l'école...</p> <p>à pied  à moto  en voiture  en vélo  en bus  en taxi  en train  en bateau  en avion</p>	<p>Begin to learn song:  <a href="https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20">https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20</a></p> <p>Revisit as needed.</p> <p>Introduce transportation vocabulary: à pied, à moto, en voiture, en vélo, en bus, en taxi, en train, en bateau, en avion.</p> <p>Practise asking and answering: Comment vas-tu à l'école?  Je vais à l'école....</p> <p>Read/say short sentences about how different people go to school and ask chn to translate.</p> <p>Paired practice asking and answering how they get to school.</p> <p>Prepare and read a paragraph, asking chn to identify modes of transport within it.</p> <p>Show a mode of transport and ask chn to say as a sentence.</p> <p>Ask chn to choose between two modes of transport and use the negative.  Eg Je vais à l'école à pied mais je ne vais pas en avion.</p>
3	  	<p><b>use accurate grammar, spelling &amp; punctuation</b>  <b>Express personal experiences and responses.</b>  Write short phrases from memory with spelling that is readily understandable</p>	Transport	<p>Adverbs are usually placed <b>immediately after the conjugated verb</b>. If the verb is negative, the adverb is placed after the negation.</p>	<p>Read and write words for modes of transport</p> <p>Use adverbs  Express preferences</p>	<p>lentement  rapidement</p> <p>Je préfère...</p> <p>parce que  c'est bon/mauvais pour la santé</p>	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20">https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20</a></p> <p>Revisit as needed.  Show chn words for transport introduced last week. Read together.</p> <p>Remind of work on expressing preferences.</p> <p>Practise saying new vocabulary using écoutez et répétez.</p> <p>Model building a verbal sentence using the language known.  Eg Je préfère aller à pied parce que c'est bon pour la santé.  Je vais rapidement en voiture mais c'est mauvais pour la santé.</p>

							<p>Paired practice building sentences to express preferences.</p> <p>Show some sentences that express preferences. Chn read aloud to their partners. Ask questions about them to ensure understanding.</p> <p>Chn write a paragraph to share their preferred mode of transport and why.</p>
4	 	<p><b>Understand the main points from spoken passages</b>  <b>Ask and answer questions and talk about interests</b>  <b>Take part in discussions and tasks</b>  <b>Demonstrate a growing accurate vocabulary</b>  <b>Refer to recent experiences, everyday activities and interests.</b></p>	Directions	<p>Singular imperative – tu form of verb - tourne  Plural or formal imperative – vous form of verb <b>tournez</b></p>	<p>Use words for directions</p> <p>Read and write words for directions</p> <p>Use the imperative</p>	<p>à droite - right  à gauche - left  tout droit – straight ahead  près de – next to  loin de – far from  continue/z - continue  vas/allez - go  tourne/tournez - turn</p>	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQgf&amp;index=20">https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQgf&amp;index=20</a></p> <p>Revisit as needed.</p> <p>Intro new vocabulary – chn to move in the given directions.</p> <p>Practise saying the vocabulary together.</p> <p>In pairs chn give each other directions to move around the classroom.</p> <p>Show chn the vocab. Read together. Point to different vocab without saying and chn to move in direction.</p> <p>Say direction in French – chn use knowledge of words and phonic system to write on wb.</p>
5	  	<p><b>Broaden vocabulary using translation dictionary (including internet)</b></p>	Dirctions	<p>Forms of à for 'at/to the':  masculine noun - au  feminine noun - à  lavowel or h - à l' plural  noun - aux</p>	<p>Read and write words for directions using the imperative</p>		<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQgf&amp;index=20">https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQgf&amp;index=20</a></p> <p>Revisit as needed.</p> <p>Chn create a map of how they travel to school and write directions on it – they use a dictionary for unknown vocabulary (eg Tournez a gauche <b>au pont.</b>)</p>






6	  	<p><b>Read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</b></p> <p>Include present and past tense events</p>	Story	<p>Instead of inverted commas, French use Guillemets (« ») which are punctuation marks shaped like double arrows. They are named after 16th century French printer Guillaume Le Bé.</p>	<p>Listen to and understand a longer French story</p> <p>Write our own sentences using words we already know</p>	As per webpage	<p>Continue to learn song:  <a href="https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20">https://www.youtube.com/watch?v=QwSn2PIJl0Q&amp;list=PLK3utH9_ZxOVt5EDuFfiNOD1hrUkizQqf&amp;index=20</a></p> <p>Revisit as needed.</p> <p>Listen to and read along with story of the Bear and the Moose:  <a href="https://www.bbc.co.uk/bitesize/topics/zixpyk7/articles/zrqqgp3">https://www.bbc.co.uk/bitesize/topics/zixpyk7/articles/zrqqgp3</a></p> <p>Id different modes of transport within the story.</p> <p>Look at key vocab.</p> <p>Provide pictures from story. Ask chn to write labels/captions/sentences using known vocab and key vocab wordbank.</p>
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## Year 6 Autumn: Myself



Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy  Grammar  Phonics	<p><b>Be understood with no difficulty</b>            Speak in sentences, using familiar vocabulary, phrases and basic language structures (KS2).            Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (KS2).  <b>Appreciate song lyrics for pleasure and entertainment.</b></p>	Hobbies	<p>Many of the verbs to describe hobbies end in é,-er. The sound for these letters at the end of a word is a short, sharp /ay/ sound</p> <p>e before one consonant as in <b>reg</b>arder sounds like <b>er</b> at the end of 'mother'.</p> <p>Regular er verbs:            Je ____e            Tu ____es            Il/elle ____e            Nous ____ons            Vous ____ez            Ils/elles ____ent</p>	Conjugate verbs	<p>chanter – to sing            danser – to dance            dessiner – to do art            écouter de la musique – to listen to music            nager – to swim            regarder la television – to watch TV</p> <p>jouer – to play            au tennis – tennis            au cricket - cricket            au rugby - rugby            au football – football            Aux jeux vidéo</p> <p>Faire – to do            du skate - skating            du velo - cycling            de la danse - dancing            de la natation - swimming</p>	<p>Review 'Myself' from previous years – ask and answer questions verbally.</p> <p>Begin to learn song: I want it that way (in French)  <a href="https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGyVSIqkDR4m_HcU">https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGyVSIqkDR4m_HcU</a></p> <p>Intro vocab verbally using actions. Discuss cognates and near cognates.            Say word, chn do actions. Play games to ensure understanding.</p> <p>Show action and ask chn to say word.            Repeat in pairs.</p> <p>Show words and discuss difference in phonics to English. Read aloud together ensuring correct pronunciation.</p> <p>Choose regular verb and model conjugate.</p> <p>Chn to choose another verb and repeat.</p> <p>Chn use vocab from previous years to say a sentence expressing a preference.            Eg            J'aime nager parce que c'est bon pour la santé mais je n'aime pas danser.</p>

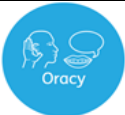




2	 Oracy   Grammar   Phonics	<b>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</b> <b>Take part in conversations to seek and give information</b>		Modal verbs Vouloir – to want Je veux Tu veux Il/elle veut Nous voulons Vous voulez Ils/elles veulent	Ask and answer questions about what we do at the weekend	Quarante et un, quarante deux, quarante trois, quarante quatre, quarante cinq  Au weekend – at the weekend Qu'est-ce que tu aimes faire?  Vouloir – to want	Continue to learn song: I want it that way (in French) <a href="https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGYVSJqkDR4m_HcU">https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGYVSJqkDR4m_HcU</a>  Revisit as needed.  Count to 40. Remind of pattern looked at last year. Can they use to predict numbers to 50?  Ask: Au weekend, qu'est-ce que tu aimes faire? Use 'pourquoi' to encourage chn to build on their responses.  Paired practice.  Intro irregular modal verb – vouloir. Conjugate.  Model saying sentence to demonstrate veux plus infinitive. Eg Au weekend je veux jouer aux tennis.  Ask: Au weekend qu'est-ce que tu veux faire?  Chn build their own sentence to respond.  Walk the talk.
3	 Oracy   Literacy   Phonics	Write phrases from memory and adapt these to create new sentences, to express ideas clearly (KS2). Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. <b>Use dictionaries or glossaries to check words – same order</b>	Hobbies		Write sentences to say hobbies we like	Au weekend Qu'est-ce que tu aimes faire?  Vouloir – to want chanter – to sing danser – to dance dessiner – to do art écouter de la musique – to listen to music nager – to swim regarder la télévision – to watch TV  jouer – to play au tennis – tennis au cricket - cricket au rugby - rugby au football – football Aux jeux vidéo  Faire – to do	Continue to learn song: I want it that way (in French) <a href="https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGYVSJqkDR4m_HcU">https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvmRCZZGYVSJqkDR4m_HcU</a>  Revisit as needed.  Display vocabulary from last lesson. Read together. Ask chn to use to say a sentence about what they want to do at the weekend.  Build on this with preferences.  Chn write a short paragraph to say what they want to do at the weekend and why. They use a dictionary/word bank for unknown vocab.









						du skate - skating du velo - cycling de la danse - dancing de la natation - swimming	
4	 	<b>Read and understand the main points and some of the detail in short written texts.</b>	All about me		Read and answer questions about a text	All	<p>Continue to learn song: I want it that way (in French)  <a href="https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvnRCZZGYVSJgkDR4m_HcU">https://www.youtube.com/watch?v=sMzAS0mYUuk&amp;list=PLFKjbGEwP3cvnRCZZGYVSJgkDR4m_HcU</a></p> <p>Revisit as needed.</p> <p>Show chn an example letter for/from a French penpal that includes, name, age, physical description, where they live, what their favourite subjects are and what their hobbies are.</p> <p>Ask chn to read and summarise.</p> <p>Read aloud around class.</p> <p>Provide chn with simple retrieval questions in French for them to write answers to in French.</p>
5	 	<p>Present ideas and information orally to a range of audiences (KS2).</p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly (KS2).</p> <p>Describe people. Places, things and actions orally and in writing(KS2).</p>	All about myself		write information about myself	All	<p>Chn use all known language from this unit and previous years to write a letter to a potential penpal (possibly school in French speaking country or chn from a link high school).</p> <p>Perform song for Year 5.</p>
6		<p><b>Understand the main points and opinions in spoken passages.</b></p> <p><b>Celebrations, myths and legends, lifestyle, artefacts, games, history</b></p>	Christmas		Read a traditional French Christmas story		<p>Listen to Le Loup de Noël  <a href="https://www.youtube.com/watch?v=iSU8YHbAq1s">https://www.youtube.com/watch?v=iSU8YHbAq1s</a></p> <p>Work on a near translation together as watching using known words, cognates/near cognates and pictures.</p> <p>Ask and answer questions about the story in English and in French.</p>







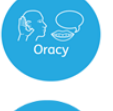


<b>Year 6 Spring: My Home</b>
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Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	 Oracy   Phonics	<b>Appreciate song lyrics for pleasure and entertainment.</b> <b>Vary language and produce extended responses for effect</b>	Blackpool		Ask and answer questions about our town	le Tour de Blackpool – Blackpool Tower un parc d’attractions – amusement park la mer – the sea la plage – the beach  Qu'y a-t-il à Blackpool?	<p>Ask questions about home and family in French to review from previous years.</p> <p>Begin to learn song.  <a href="https://www.youtube.com/watch?v=pIesTrI9qjM">https://www.youtube.com/watch?v=pIesTrI9qjM</a>            Discuss lyrics.</p> <p>Intro new vocabulary. Play games to ensure chn understand.</p> <p>Chn learn to say new vocabulary. Discuss pronunciation. How do they think that would be spelled?</p> <p>Model saying a sentence combining new and previously learned vocab and structures.            Eg            Dans ma ville, il y a la mer et un parc d’attractions.            Au weekend je veux aller à la plage.</p> <p>Ask:            Qu'y a-t-il à Blackpool?            Chn to answer.</p> <p>Paired practice/games.</p> <p>Ask chn to write new words using their knowledge of French phonics – discuss their spelling and application of French phonics.</p> <p>Show new vocab. Chn to read.</p>

2	 Oracy   Literacy   Intercultural understanding	<b>Describe, with interesting detail, similarities and differences between countries and communities where the language is spoken and this country</b>	Blackpool		Compare Blackpool to Paris	À blackpool À Paris Il y a... Il n y a pas...	Continue to learn song. <a href="https://www.youtube.com/watch?v=pIesTrI9qjM">https://www.youtube.com/watch?v=pIesTrI9qjM</a>  Revisit as needed.  Count to 40.  Discuss any known similarities between Blackpool and Paris.  Review phrases: À blackpool À Paris Il y a... Il n y a pas...  Chn complete a comparison grid for Paris and Blackpool in French, using a dictionary for any unknown vocabulary.
3	 Oracy   Grammar	<b>Understand the main points and opinions in spoken passages.</b> Listen attentively to spoken language and show understanding by joining in and responding(KS2)..	Blackpool	Past tense is formed with the auxiliary 'avoir' or 'être' + the past participle.  The past participle of regular er verbs is formed with the root word + é.  J'ai Tu as Il/elle a Nous avons Vous avez Ils/elles ont  Je suis Tu es Il/elle est Nous sommes Vous êtes Ils/elles sont  Eg J'ai mangé une glace. Je suis allé au cinéma.	Form the past tense  Listen to a French passage and answer questions		Continue to learn song. <a href="https://www.youtube.com/watch?v=pIesTrI9qjM">https://www.youtube.com/watch?v=pIesTrI9qjM</a>  Revisit as needed.  Teach how to form past tense for regular er verbs. Ask chn to change present tense sentences to the past tense.  Read a short passage in the past tense about a day out in Paris. Ask and answer questions about it in French and English.

4	 Oracy  Literacy  Grammar	<b>Refer to recent experiences, future plans and activities</b> <b>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</b>	Blackpool		Use the past tense	J'ai mangé – I ate J'ai bu – I drank Je suis allé – I went Il y avait – There were C'était – it was le café le cinéma le restaurant	Continue to learn song. <a href="https://www.youtube.com/watch?v=pIesTrI9qjM">https://www.youtube.com/watch?v=pIesTrI9qjM</a>  Revisit as needed.  Show some regular verbs. Read together. Say some past tense sentences using those verbs. Chn to write them on wbs.  Discuss what might happen on a day out in Blackpool.  Intro new vocab. Practise saying. Chn write a description of a day out in Blackpool in the past tense. They use a dictionary for unknown vocab.
5/6	 Oracy  Literacy  Grammar	Present ideas and information orally to a range of audiences (KS2). <b>Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</b>	Blackpool	Modal verbs:  pouvoir – to be able (can) Je peux Tu peux Il/elle peut Nous pouvons Vous pouvez Ils/elles peuvent  Devoir – to have to (must) Je dois Tu dois Il/elle doit Nous devons Vous devez Ils/elles doivent  Short, often-used adjectives generally come <b>before the noun</b> (beau, bon, bref, grand, gros, faux, haut, jeune, joli, mauvais, meilleur, nouveau, petit, vieux).	Create a tourist information leaflet  Give a presentation about Blackpool		Continue to learn song. <a href="https://www.youtube.com/watch?v=pIesTrI9qjM">https://www.youtube.com/watch?v=pIesTrI9qjM</a>  Revisit as needed.  Recap modal verb vouloir. Intro pouvoir and devoir. Model form a sentence about Blackpool for a tourist leaflet Eg Vous pouvez aller au meilleur parc d'attractions du monde.  Discuss position of adjective – how is this different to other adjectives looked at?  Discuss what might be needed in a tourist information leaflet – remind of work in previous weeks.  Chn create a tourist information leaflet and present it – use a dictionary to find any unknown vocab.

## Year 6 Summer: A poem

Week	Threshold Concept/ Knowledge button	Endpoint/ progression document	Context	Semantic Knowledge	WALT/ Procedural Knowledge	Key vocab	Suggested activity
1	  	<p>Listen attentively to spoken language and show understanding by joining in and responding (KS2)</p> <p><b>Understand the main points and opinions in spoken passages.</b></p> <p><b>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</b></p>	Dans Paris – Paul Éluard	<p>Paul Éluard was a French poet and one of the founders of the Surrealist movement. He was born in 1895 and dies 1952.</p> <p>Dans Paris sounds like a nursery rhyme but is about revolution and the idea of overthrowing the established order of things.</p> <p>Ce/cet - masc Cette - fem Ces - plural</p>	Listen to and translate a French poem	<p>Une rue – a street Une maison – a house Un escalier – a staircase Une chambre – a bedroom Une table – a table Une cage – a cage Un nid – a nest Un oeuf – an egg Un oiseau - a bird Renversa - overthrow</p>	<p>Begin to learn song: <a href="https://www.youtube.com/watch?v=LbL_V8Ztv2c">https://www.youtube.com/watch?v=LbL_V8Ztv2c</a></p> <p>Discuss Paul Éluard. Chn Research to find 3 facts about him.</p> <p>Read poem Dans Paris or play an online version for them. Did chn understand general meaning.</p> <p>Reread to them a line at a time – discuss cognates/near cognates. Chn to translate in pairs after each line.</p> <p>Explain the context of the poem and reference to French Revolution.</p>
2	  	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (KS2).</p>	Dans Paris – Paul Éluard		Read and perform a French poem	As above	<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=LbL_V8Ztv2c">https://www.youtube.com/watch?v=LbL_V8Ztv2c</a></p> <p>Revisit as needed.</p> <p>Display poem from last week. Read together as a class. Discuss pronunciation and note difference in pronunciation where spelling is the same/different phonics.</p> <p>Chn rehearse poem in small groups to perform for each other.</p>
3	  	<p><b>Increase in detail / imagery</b></p> <p>Write phrases from memory and adapt these to create new sentences, to express ideas clearly (KS2). Present ideas and information orally to a range of audiences (KS2).</p>	Poetry		Write and perform a poem in French		<p>Continue to learn song: <a href="https://www.youtube.com/watch?v=LbL_V8Ztv2c">https://www.youtube.com/watch?v=LbL_V8Ztv2c</a></p> <p>Revisit as needed.</p> <p>Using Dans Paris as a model, chn write their own poem.</p> <p>Rehearse and perform.</p>
5/6							Consolidate and revise ready for high school

**SMC/BV addressed throughout:**

Use creative role-play to bring language to life.  
Use a language to communicate with others.  
Take part in a theme culture day to experience and reflect.  
Find out more about the beliefs of people in other countries.  
Study artists authors and musicians from around the world.  
Question and develop an understanding of similarities and differences in French communities.  
Explore current affairs in different countries.

Work collaboratively.  
Express views and ideas in another language.  
Learn about other countries to develop mutual respect and empathy.  
Show an understanding and respect for the opinions and behaviour of those in other countries.  
Find out about different models of democracy from around the world.