



Year 3	Autumn		Spring		Summer	
Overview	Bonjour!	En Classe	Mon Corps	Les Animaux	Ma Famille	Bon Anniversaire
Key Concepts:	Greet and say goodbye to someone. Ask someone's name and say your own. Ask how someone is and respond to the same question. Learn some basic nouns. Count numbers 1-10.	Identify classroom objects. Identify colours, and describe an object's colour Say your age. Recognise and repeat classroom instructions.	Identify parts of the body. Describe eyes and hair appearance. Recognise days of the week. Give basic character descriptions.	Identify animals and pets. Recognise and use numbers 11-20. Give someone's name. Describe someone.	Identify family members. Recognise and spell with letters of the alphabet. List household items. Use basic preposition <i>sur</i> and <i>dans</i> to describe position.	Recognise and ask for snacks. Give basic opinions about food. Use numbers 21-31. Recognise and use the months. Form dates.
Prior Learning		- gender nouns (un, une) - numbers 1-10	- colours	- gender nouns (un, une) - basic description - numbers 1-10	- the chn have had some exposure to the French alphabet	- gender nouns - numbers 1-20
Knowledge - what will our children learn?	- greetings: <i>bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle</i> - say and ask names: <i>Comment t'appelles-tu?; je m'appelle...</i> - say and ask how you are: <i>Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça</i> - numbers 1–10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i> - musical instruments: <i>une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon</i>	- classroom objects: <i>une trousse</i> (pencil case), <i>un stylo</i> (pen), <i>une règle</i> (ruler), <i>un crayon</i> (pencil), <i>un cahier</i> (exercise book), <i>un livre</i> (text book), <i>un sac</i> (bag), <i>une gomme</i> (rubber)  - colours: <i>rouge</i> (red), <i>rose</i> (pink), <i>bleu</i> (blue), <i>jaune</i> (yellow), <i>marron</i> (brown), <i>orange</i> (orange)  - give your age: <i>J'ai... ans.</i>  - classroom instructions: <i>écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</i>	- parts of the body: <i>les yeux</i> (eyes), <i>le nez</i> (nose), <i>la bouche</i> (mouth), <i>les oreilles</i> (ears), <i>les cheveux</i> (hair), <i>la jambe</i> (leg), <i>le bras</i> (arm), <i>la tête</i> (head) - colours: <i>vert</i> (green), <i>rouge</i> (red), <i>marron</i> (brown), <i>jaune</i> (yellow), <i>bleu</i> (blue) - adjectives: <i>long</i> (long), <i>court</i> (short) - days of the week: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> -adjectives describing character: <i>Je suis... grand(e),</i>	-animals: <i>un chien</i> (dog), <i>un chat</i> (cat), <i>une tortue</i> (tortoise), <i>un lapin</i> (rabbit), <i>un oiseau</i> (bird), <i>une souris</i> (mouse), <i>un dragon</i> (dragon) -numbers 11–20: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</i> - <i>il/elle s'appelle...</i> (s/he's called...) -adjectives describing character: <i>grand(e)</i> (tall), <i>petit(e)</i> (small), <i>drôle</i> (funny), <i>sévère</i> (strict), <i>timide</i> (shy)	- family members: <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma sœur</i> (sister), <i>mes parents</i> (my parents) - letters of the alphabet a–z, plus some accented letters - household objects: <i>le CD</i> (CD), <i>le lecteur de CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu video</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la chaise</i> (chair), <i>la table</i> (table) -prepositions:	- snacks: <i>une pomme</i> (an apple), <i>une banane</i> (a banana), <i>un jus d'orange</i> (an orange juice), <i>un sandwich</i> (a sandwich), <i>une pizza</i> (a pizza), <i>un gâteau</i> (a cake) - simple opinions (about food): <i>C'est délicieux!</i> (It's delicious.), <i>C'est bon!</i> (It tastes nice.), <i>Ce n'est pas bon!</i> (It doesn't taste nice.), <i>C'est mauvais!</i> (It tastes bad.) - numbers 21–31 - months: <i>janvier</i> (January), <i>février</i> (February), <i>mars</i>

			<i>petit(e), timide, bavard(e), drôle, sympa</i>		<i>dans(in), sur (on)</i>	(March), <i>avril</i> (April), <i>mai</i> (May), <i>juin</i> (June), <i>juillet</i> (July), <i>août</i> (August), <i>septembre</i> (September), <i>octobre</i> (October), <i>novembre</i> (November), <i>décembre</i> (December) - dates: <i>le ... [mars, etc.]</i> (the ... [March, etc.]
Skills - what will they be able to do?	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- use spoken French to greet others and introduce themselves</li> <li>- understand and use numbers 1–10</li> <li>- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• write and say phrases from memory, with clear pronunciation and meaning</li> <li>• identify nouns using the correct gender</li> <li>• combine numbers and nouns together in a short phrase</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- use spoken French to identify objects in the classroom</li> <li>- understand and identify the different colours in French</li> <li>- use spoken French to give their age</li> <li>- respond to a range of instructions in French</li> <li>- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• write and say phrases from memory, with clear pronunciation and meaning</li> <li>• recognise different genders in French</li> <li>• use colour adjectives together with nouns</li> <li>• produce several simple phrases using <i>j'ai..</i></li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• use spoken French to identify parts of the body</li> <li>• recognise and copy out the days of the week</li> <li>• begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• write and say phrases from memory, with clear pronunciation and meaning</li> <li>• describe hair and eyes with a limited range of adjectives in simple phrases</li> <li>• describe character with one-word adjectives</li> <li>• appreciate simple adjectival agreement {for more able pupils only}</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• use spoken French to identify different animals</li> <li>• recognise and use numbers 11–20 orally and in writing</li> <li>• reply when asked someone's name</li> <li>• describe someone using set phrases</li> <li>• begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• write and say phrases from memory, with clear pronunciation and meaning</li> <li>• describe character with one-word adjectives</li> <li>• appreciate simple adjectival agreement (for more able pupils only)</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• use spoken French to identify family members, using <i>mon/ma/mes</i></li> <li>• recognise and use French alphabet, not necessarily including accented letters</li> <li>• recognise the meaning of prepositions <i>dans</i> and <i>sur</i> in sentences</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• write and say phrases from memory, with clear pronunciation and meaning</li> <li>• use all letters of alphabet, including accented letters where appropriate</li> <li>• create phrases and sentences using prepositions to describe position</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand when they are being asked what they want</li> <li>• use spoken French to identify various snacks</li> <li>• recognise and count numbers 1–31</li> <li>• recognise French months and combine with numbers to - form dates</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- have short question and answer dialogue asking others what they want and replying to same question</li> <li>- form dates using a short phrase, e.g. <i>c'est le 5 mars</i></li> </ul>
Enrichment	Project work: French Chateaux	Contact with a French school	Project work: famous French people	Project work: presentation on pets	Make an alphabet chart	French Day in school (Bastille Day)

Year 4	Autumn	Spring	Summer			
Overview	<b>Encore!</b>	<b>Quelle heure est-il?</b>	<b>Le fêtes</b>	<b>Où vas-tu?</b>	<b>On mange!</b>	<b>Le cirque</b>
Key Concepts:	Revise ways of describing people. Describe someone's nationality. Describe people using various adjectives.	Talk about activities. Tell the time. Talk about what time you do activities.	Talk about festivals and dates. Talk about presents at festivals. Count from 31-60. Give and understand instructions.	Talk about going to French cities. Give and understand basic directions. Talk about the weather. Talk about the weather and places in France.	Go shopping for food. Ask how much something costs. Talk about activities at a party. Give opinions about food and various activities.	Discuss francophone countries. Discuss the languages we speak. Identify different items of clothing. Describe items of clothing.
Prior Learning	-Identified parts of the body - simple description - third person Il/Elle...	- numbers 1-20	- gender nouns - numbers 1-30 - parts of the body - basic verbs	- nationalities - basic word order	- ask and answer questions - nouns for some foods	- country names - colours - definite article
Knowledge - what will our children learn?	-descriptive vocabulary: <i>il/elle a(he/she has)...les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> , etc. (blue eyes, etc.), <i>un chien</i> (a dog), <i>un frère/une sœur</i> (a brother/ a sister); <i>il/elle a sept ans</i> (he/she is seven years old) - nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) - character adjectives: <i>intelligent(e)</i> (clever), <i>sportif/ sportive</i> (sporty), <i>sévère</i> (strict)	- activities: <i>je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD); <i>j'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio); <i>je joue</i> (I'm playing)... <i>au football</i> (football), <i>au tennis</i> (tennis) - telling the time: <i>il est... heure(s)</i> - activities at certain times: <i>Je regarde la télé à cinq heures</i> , etc.	- festivals: <i>le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas) - presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game), <i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un œuf de Pâques</i> (Easter egg) - numbers 31-60 - instructions: <i>touchez le nez/les pieds!</i> (touch your nose/ feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!),	- saying where you are going: <i>Je vais à</i> (I'm going to)... <i>Paris/Bordeaux/Strasbourg/Nice/Grenoble</i> . - directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop) - weather: <i>Quel temps fait-il?</i> (What's the weather like?), <i>Il fait beau</i> . (It's sunny), <i>Il fait froid</i> . (It's cold), <i>Il fait chaud</i> . (It's hot), <i>Il pleut</i> (It's raining), <i>Il neige</i> . (It's snowing) - weather in a particular town: <i>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige</i> . (In Paris [etc.], it's sunny/cold/	- asking and answering what you want: <i>Qu'est-ce que tu veux?</i> (What do you want?); <i>Je voudrais</i> (I'd like)... - food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i> (strawberries), <i>des tomates</i> (tomatoes) - using money: <i>C'est combien?</i> (How much is it?); <i>C'est [cinq] euros</i> . (It's [five] euros.) - party activities: <i>On boit</i> (We are drinking.), <i>On mange</i> . (We are eating.), <i>On danse</i> . (We are dancing.), <i>On chante</i> . (We are singing.), <i>On s'amuse</i> . (We are having fun.) - opinions: <i>c'est chouette</i> (it's great), <i>c'est nul</i> (it's	- Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal) - talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French) - clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt) - describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i>

			<i>hochez la tête!</i> (nod your head!)	hot/raining/snowing.)	rubbish), <i>c'est bizarre</i> (it's weird)	(black)
Skills - what will they be able to do?	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- use a variety of expressions to describe people in the third person singular</li> <li>- recognise different nationalities</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• use and recognise different adjective endings, both singular and plural</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognise and repeat various activities</li> <li>- learn to tell the time in a simple phrase (<i>Il est cinq heures, etc.</i>)</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- produce phrases about various activities</li> <li>- tell the time separately, or in combination with the above phrases to create full sentences, e.g. <i>Je joue au football à cinq heures.</i></li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognise names of French festivals, and list their dates separately</li> <li>- identify names of various presents suitable for festivals</li> <li>- count up to 60</li> <li>- understand more instructions</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• produce fuller phrases giving dates of festivals, e.g. <i>Le nouvel an, c'est le premier janvier.</i></li> <li>• create sentences asking for gifts, using <i>je voudrais...</i></li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- recognise names of various French cities</li> <li>- use <i>je vais à...</i> to say which city they are going to</li> <li>- understand and use weather expressions</li> <li>- understand and use direction expressions</li> <li>- understand descriptions of weather in certain locations</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- produce phrases describing weather in certain locations</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify various food items</li> <li>- describe various party activities, using <i>on</i> expressions</li> <li>- give various opinions in isolation</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• ask and answer what others/they want</li> <li>• give opinions in a sentence: <i>Le football, c'est chouette, etc.</i></li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- identify various French-speaking countries</li> <li>- use single set phrases to say which languages they can speak</li> <li>- describe colour of items of clothing, with some support</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- use positive and negative phrases to talk about which languages they can speak</li> <li>- apply the correct forms of colour adjectives to both masculine and feminine nouns</li> </ul>
Enrichment	Project work: describing someone	Project work: finding out about famous French people	Project work: festivals			French Day in school (Bastille Day)

Year 5	Autumn	Spring	Summer			
Overview	<b>Salut, Gustave!</b>	<b>À l'école</b>	<b>La nourriture</b>	<b>En ville</b>	<b>En vacances</b>	<b>Chez moi</b>
Key Concepts:	Greet people and give personal information. Ask and talk about sisters and brothers. See what people have and have not using third person <i>avoir</i> . Say what people are like using third person <i>être</i> Including negatives.	Name school subjects. Talk about likes and dislikes at school. Ask and say the time. Talk about timings of the school day.	Ask politely for food items. Describe how to make a sandwich. Express opinions about food. Talk about healthy and unhealthy food.	Name places in the town. Ask the way and give directions. Say where you are going. Give the time and say where you are going.	Ask and say where you're going on holiday. Express opinions about holidays. Talk about what you're going to do on holiday. Talk about holiday plans.	Name rooms in the house. Describe rooms in the house. Say what people do at home. Say what people do and where.
Prior Learning	- greetings - numbers - description - asking and answering questions	- telling the time - activities and timings	- nouns for some foods - opinions about food	- telling the time - Je vais (I am going to..)	- Je vais.. (I am going) - weather - activities	- basic adjectives - activities/ daily routines
Knowledge - what will our children learn? (Key Language)	- <i>Bonjour, Salut Comment t'appelles-tu? Je m'appelle... Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça Tu es français(e)/britannique? Oui/Non, je suis... Quel âge as-tu? J'ai... ans - Tu as des frères ou des sœurs? J'ai un(e)/deux/trois... frères/sœurs Je n'ai pas de frères ou de sœurs - il/elle a... il/elle n'a pas de... + revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare - il/elle est... /il/elle n'est pas... drôle, sportif(ve),</i>	- <i>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique - J'aime/Je n'aime pas + subjects - C'est bien/cool/hul - Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit - La récré, le déjeuner, l'école commence à... heure(s) et finit à...</i>	- <i>Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille - les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez - J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots - [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la</i>	- <i>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché - [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions - Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/ piscine. Je vais à l'école. - Il est [deux] heure(s). Je vais au/à la/à l' + places</i>	- <i>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions. - J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça. - Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges. - Consolidation of all the</i>	- <i>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres - C'est grand/petit/vert/blanc/bl eu/jaune/rose/rouge C'est petit et rouge - Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/ regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis... - Activities as above + dans le salon/les WC, etc.</i>

	<i>sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e), français(e), britannique</i>		<i>santé.</i>		<i>above</i>	
Skills - what will they be able to do?	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use spoken French to greet people and say their name, age and how they are</li> <li>• Ask and say how many brothers and sisters they have</li> <li>• Say what someone else has and hasn't got</li> <li>• Say what someone is like</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Take part in short conversations, giving appropriate answers and asking questions</li> <li>- Use plural forms accurately when talking about sisters and brothers</li> <li>- Manipulate sentences by changing an element</li> <li>- Use negatives in spoken and written French with <i>avoir</i> and <i>être</i></li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Understand and say school subjects</li> <li>- Say which subjects they like and don't like</li> <li>- Say the time on the hour, half-hour and quarter-hour</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Write accurately a range of vocabulary</li> <li>- Express opinions about a range of things</li> <li>- Use longer sentences in spoken and written French to talk about timings of the school day</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask politely for sandwiches and ice creams</li> <li>• Give simple instructions to make a sandwich</li> <li>• Say what foods they like/don't like</li> <li>• Say which foods are healthy/unhealthy</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Use <i>au/à la/à l'</i> accurately when referring to food items</li> <li>- Understand and use plural nouns in the correct context</li> <li>- Use known language in a new context</li> <li>- Adapt phrases to talk about different things</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Name places in a town</li> <li>- Ask the way and give simple directions</li> <li>- Say where they're going</li> <li>- Give the time and say where they're going</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Say longer sentences using sequencers</li> <li>- Use prepositions <i>au/à la/à l'</i> correctly with places</li> <li>- Recognise patterns in language</li> <li>- Incorporate known language into new structures</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name holiday destinations</li> <li>• Express opinions about different holidays</li> <li>• Say what they're going to do</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Use <i>au/à la/à l'/à</i> correctly</li> <li>- Recognise patterns and apply knowledge of rules</li> <li>- Apply rules to talk about future plans</li> <li>- Make longer sentences about holiday plans</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name places in a home</li> <li>• Give simple descriptions using <i>c'est</i> [+ adjective]</li> <li>• List some activities using <i>il</i> and <i>elle</i></li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Use definite and indefinite articles correctly</li> <li>- Join sentences with <i>et</i></li> <li>- Adapt sentences by changing elements</li> <li>- Make longer sentences</li> </ul>
Enrichment	Project work: description if a celebrity	Project work: research a school in France	Project work: finding out about French lunches and writing instructions and making sandwich	Project work: researching a town in France	Project work: Finding out about a French theme park and presenting information to the class	French Day in school (Bastille Day)

Year 6	Autumn		Spring		Summer	
Overview	<b>Le week-end</b>	<b>Les vêtements</b>	<b>Ma journée</b>	<b>Les transports</b>	<b>Le sport</b>	<b>On va faire la fête!</b>
Key Concepts:	Ask and talk about regular activities. Say what you don't do. Ask and say what other people do. Talk about what you like/dislike doing.	Ask and say what clothes you'd like. Give opinions about clothes. Say what clothes you wear. Ask and talk about prices (including 60-80)	Ask and talk about daily routine. Talk about times of daily routine. Ask and talk about breakfast. Talk about details of a typical day.	Talk about forms of transport. Ask and talk about where you're going and how you get there. Talk about plans for a trip. Buy tickets at the station.	Talk about which sports you like. Say what you think of different sports. Give reasons for preferences. Talk about a sporting event.	Revise forms of transport, places and immediate future plans. Revise descriptions of people and clothes. Revise opinions of food and clothes. Order food in a cafe.
Prior Learning	- activities - telling the time - expressing opinions	- nouns for clothing - giving opinions - basic description - numbers 1-60	- daily activities - routines - telling the time - nouns for foods	- countries and nationalities - ask and answer questions - directions	- verbs and activities - days of the weeks - expressing opinions	Includes all prior learning
Knowledge - what will our children learn?	- <i>Qu'est-ce que tu fais [le mercredi/le samedi]? Le lundi... j'écoute de la musique, je joue [au basket], je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller</i> <i>Tu fais... ? joues... ? regardes... ?</i> <i>- Je n'écoute pas... Je ne regarde pas... Je ne joue pas ...</i> <i>Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)</i> <i>- Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir? Le lundi matin, il/elle... fait [du sport/ du vélo], écoute [la</i>	- <i>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et</i> <i>- C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...</i> <i>- Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</i> <i>- C'est combien? Ça coûte [soixante-douze] euros Numbers 60 to 80</i>	- <i>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</i> <i>- Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</i> <i>- Qu'est-ce que tu prends au petit déjeuner?</i> <i>- Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine</i> <i>- normalement, d'abord, ensuite, enfin, après l'école +</i>	- <i>Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</i> <i>- Où vas-tu? Comment vas-tu. ?</i> <i>- Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école, en voiture, etc.</i> <i>- Samedi, à 10 heures... D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire les manèges, regarder un film</i>	- <i>Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller</i> <i>- Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports]</i> <i>J'aime... mais/et je préfère...</i> <i>- J'aime [le football] parce que c'est amusant, facile, passionnant</i> <i>Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile</i> <i>- Le samedi on va au match de foot.</i> <i>On mange un sandwich et on boit un chocolat chaud. On regarde</i>	Revisions of key language (See Rigolo 2, Unit 12 Teacher Notes)

	<p>radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde [la télé], joue [au tennis/ au foot]</p> <p>- Est-ce que tu aimes faire/écouter/jouer/regarder... ? J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</p>		<p>language from Lesson 3</p>	<p>- Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît. C'est combien? C'est [trente-cinq] euros. Le train part à quelle heure? [Dix heures et demie.] Merci [Monsieur]. Au revoir. Bon voyage!</p>	<p>[Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.</p>	
<p>Skills - what will they be able to do?</p>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Say what they do using the 1<sup>st</sup> person</li> <li>- Say what they don't do using set phrases</li> <li>- Say what other people do using <i>il/elle</i></li> <li>- Say what they like/dislike doing</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>• Adapt language to say different things</li> <li>• Build longer sentences</li> <li>• Apply negatives to most phrases</li> <li>• Use verbs with different pronouns</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say what clothes they'd like</li> <li>• Give opinions about clothes</li> <li>• Say what clothes they're wearing • Use numbers 60 to 80</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Use <i>et</i> and <i>mais</i> to make longer sentences</li> <li>- Understand and use agreement of adjectives</li> <li>- Understand and use <i>des</i> with plural words</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about their daily routine</li> <li>- Say what time they do things</li> <li>- Say what they have for breakfast</li> <li>- Use <i>et</i> to join sentences together</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Formulate questions</li> <li>- Write longer paragraphs using adverbs and time expressions</li> <li>- Cope with longer reading texts</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name some forms of transport</li> <li>• Say how they get to various places</li> <li>• Ask for tickets at a train station</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Use prepositions correctly with means of transport and places</li> <li>- Start to write short texts</li> <li>- Use <i>on va</i> + infinitive to talk about future plans</li> <li>- Use strategies to deal with authentic reading texts</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about sports they like</li> <li>• Express their preferences about different sports</li> <li>• Ask questions about sports</li> <li>• Say one or two sentences about a sporting event</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Give reasons for preferences</li> <li>- Use conjunctions to make longer sentences</li> <li>- Understand and write longer texts</li> </ul>	<p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Revise and re-use language met in previous units</li> <li>- Describe someone in one or two sentences</li> <li>- Express opinions</li> <li>- Ask for food and drink in a café</li> </ul> <p><b>Some children will also be able to:</b></p> <ul style="list-style-type: none"> <li>- Re-combine known language in different ways</li> <li>- Form sentences in the present and future tenses</li> <li>- Use and apply grammar rules more confidently including negatives, prepositions and agreement of adjectives</li> </ul>
<p>Enrichment</p>	<p>Profile of a French</p>	<p>Display the contrast of</p>	<p>Project: Similarities and</p>	<p>Project: Plan a trip to a</p>	<p>Project: Plan a</p>	<p>French Day in school</p>



	young person	uniform and what a French young person would wear to school	differences between daily routines in France and GB	French speaking country	presentation on an aspect of sport	(Bastille Day) Y6 - Set up a French cafe
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