



Chantlers
Primary School

A World of Possibilities



French Curriculum

Chantlers Primary School – French Overview KS2

Listen attentively to spoken language and show understanding by joining in and responding.

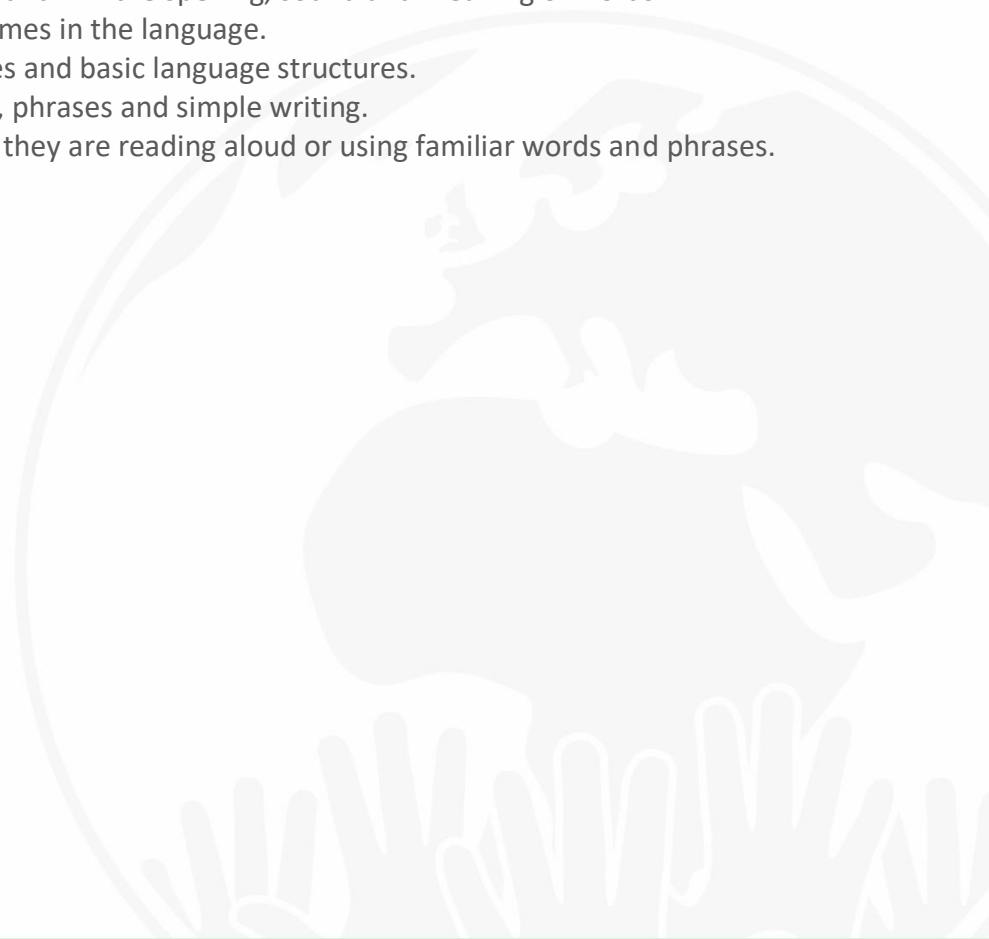
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Appreciate stories, songs, poems and rhymes in the language.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Read carefully and show understanding of words, phrases and simple writing.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.



All units have 5 lessons unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>French greetings with puppets</u> (4 lessons)	<u>French adjectives of colour, size and shape</u>	<u>French playground games- numbers and age</u>	<u>In a French classroom</u>	<u>French transport</u>	<u>A circle of life in French</u>
Year 4	<u>Portraits - describing in French</u>	<u>Clothes- getting dressed in French</u>	<u>French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>French food- miam, miam!</u>	<u>French and the Eurovision Song Contest</u>
Year 5	<u>French monster pets</u>	<u>Space exploration - in French</u>	<u>Shopping in France</u>	<u>French speaking world</u>	<u>Verbs in a week</u>	<u>Meet my French family</u>
Year 6	<u>French sport and the Olympics</u> (6 lessons)	<u>French football champions</u>	<u>In my French house</u>	<u>Planning a French holiday</u>	<u>Visiting a town in France</u>	

Year Group 3	Autumn 1	Autumn 2	Spring 1
Topic title and knowledge outcomes	French greetings with puppets On completion of the unit, pupils will know... How to use an appropriate greeting eg bonjour, salut. How to say good bye – au revoir How to say good evening – bonsoir How to say good night – bonne nuit How to introduce themselves with Je m'appelle.. How to find out someone else's name with comment tu t'appelles? How to ask how someone is feeling with comment ça va? To respond to the above questions with; ça va bien (I'm feeling good) ça va très bien (I'm feeling very good) ça va mal (I'm not ok) ça va très mal (I'm really not ok) comme ci comme ça (I'm ok) How to join in with a French finger rhyme using the vocab - deux petits chatons visitants Paris (two little kittens visiting Paris) Je m'appelle François – je m'appelle Marie (I'm called François – I'm called Marie) Bonjour François, bonjour Marie (hello François, hello Marie) Au revoir François, au revoir Marie	French adjectives of colour, size and shape On completion of the unit, pupils will know... How to listen to and repeat the words to describe colour. These colours: rouge (red), bleu (blue), jaune (yellow), vert (green), orange (orange), violet (purple), blanc (blue), noir (black). These shapes in French: un cercle (circle), un triangle (triangle), un rectangle (rectangle), un carré (square). How to describe a shape using adjectives; petit (small) and grand (big). To know that when describing the colour of an object, the adjective goes after the noun. When using an adjective of size, it goes before the object. That Qu'est-ce que c'est ? is a question meaning what is it? To reply to the above question with c'est un ... meaning it's a. The general rule is that the 't' of c'est – it is, is silent. However, the 't' is pronounced when c'est is followed by a word that begins with a vowel. Je voudrais... is I would like. S'il vous plait means please. A cognate is a word that is the same in both French and English. For example, un triangle and	French playground games – numbers and age On completion of the unit, pupils will know... In English, we use a number of words in sums to indicate the answer: One plus/and one is two One and one makes two One and one equals two Similarly, in French, we use: égale – equals – which is quite formal. font – makes – which is less formal. ça fait – that makes – which is informal and may be contracted to fait. Un= one, deux= two, trois= three, quatre=four, cinq=five, six= six Plus= plus. Et= and. Sept= seven, huit=eight, neuf=nine, dix=10, onze=eleven, douze=twelve. Tu as quel âge ? – translated literally, this means, You have which age? There is an alternative form that you could use: Quel âge as-tu ? – translated literally, this means Which age have you? In French, you say that you have [x] years: J'ai cinq ans – I am five years old. Je (I) contracts when followed by a vowel to become J' . The word ai, is the first person

	(good bye François, good bye Marie)	a triangle. We may pronounce un triangle in French slightly differently ('with a French accent') but the word is very recognisably the same as the word in English. A near cognate is a word that is very similar but not identical in French and English. For example, un cercle and a circle. Henri Matisse was a modern French artist who was one of the pioneers of the style of art known as 'collage' (a word that comes from the French word coller – to stick). Rose is French for pink.	singular form of avoir – to have. J'ai cinq ans. I have five years. Ans – years is the plural of an – year. If you were saying someone was one year's old, it would be: il [or elle] as un an. Combien means how many? How to read numbers in their written form and recognise what they are eg un is one. The vocab used in playing a game: à moi= my turn à toi= your turn manqué= missed gagné=won
Lesson Sequence Learning challenges in a sequenced order.	1. Can I say French greetings? 2. Can I say French greetings? – for both day and night 3. Can I say how are you feeling - in French? 4. Can I say French finger rhymes?.	1. Can I say colours in French? 2. Can I say shapes and colours in French 3. Can I say shapes of different colours and sizes in French? 4. Can I use shapes like the French artist, Matisse? 5. Can I create art in the style of the French artist, Magritte?	1. Can I count in French? 2. Can I count higher in French? 3. Can I ask how old are you in French? 4. Can I read French numbers? 5. Can I play French outdoor games?
Knowledge Capture Task	Quiz and Knowledge catcher – French greetings with puppets	Quiz and Knowledge catcher – French adjectives of colour, shape and size	Quiz and Knowledge catcher – French playground games
National Curriculum End Points	listen attentively to spoken language and show understanding by joining in and responding. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. present ideas and information orally to a range of audiences	

	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. present ideas and information orally to a range of audiences speak in sentences, using familiar vocabulary, phrases and basic language structures. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. present ideas and information orally to a range of audiences speak in sentences, using familiar vocabulary, phrases and basic language structures. present ideas and information orally to a range of audiences understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	
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		present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
Year Group 4	Autumn 1	Autumn 2	Spring 1
Topic title and knowledge outcomes	Portraits – describing in French. On completion of the unit, pupils will know... That il = he and elle = she. That Le Louvre is a famous art gallery in Paris. That adjectives change when describing feminine nouns. That colour adjectives go after the noun in French. It is common to add 's' to describe a plural noun such as eyes and hair. The vocab: Il est heureux – He is happy Elle est heureuse – She is happy Elle est sérieuse – She is serious Il est sérieux – He is serious How to create a sentence, using word cards, to describe hair and eye colour. Eg J'ai les yeux bleus. J'ai les cheveux blonds. That colour adjectives follow the noun in French. That if the noun is plural, like 'hairs' or 'eyes', then the adjective becomes plural too.	Clothes – getting dressed in France. On completion of the unit, pupils will know... Le is used with masculine singular nouns. La is used with feminine singular nouns. L' is used with any singular noun (masculine or feminine) that begins with a vowel, y or, in most cases, h. Les is used with any plural noun. Un is used with masculine nouns. Une is used with feminine nouns. How to use my; mon – for masculine singular nouns ma – for feminine singular nouns mon – for feminine singular nouns that begin with a vowel, y or (in most cases) h mes – for plural nouns, whether masculine or plural. The following items of clothing in French; un T-shirt = a T-shirt un short = shorts un chapeau = a hat	French numbers, calendars and birthdays On completion of the unit, pupils will know... That in these numbers, the x is pronounced as z eg dix-sept – seventeen, dix-huit – eighteen, dix-neuf – nineteen. How to count up to 31: Un = one Deux = two Trois = three Quatre = four Cinq = five Six = six Sept = seven Huit = eight Neuf = nine Dix = ten Onze = eleven Douze = twelve Treize = thirteen Quatorze = fourteen Quinze = fifteen Seize = sixteen

	That châains (masc. pl.) is used for brown (hair). That marron is used for brown (eyes). That roux (masc. pl.) is used for ginger/red (hair). How to understand sentences to describe someone's appearance. Eg Il s'appelle Max. Il a les cheveux noirs = He is called Max. He has black hair. Some words that describe personality traits eg petit(e) = small, fort(e) = strong, poli(e) = polite, travailleur, travailleuse = hard working, sportif, sportive = sporty, heureux, heureuse = happy sérieux, sérieuse = serious How to describe personality traits of my friends eg Il est fort. Elle est sportive. How to change most adjectives to describe a feminine noun. Some adjectives do not change, regardless of gender eg orange and marron. How to write simple sentences to describe my friend using the phrases il/elle a and il/elle est.	un maillot de bain = a swimsuit un pantalon = trousers une culotte = pants une chemise = a shirt une veste = a jacket des bottes (f) = boots des chaussettes (f) = socks des lunettes (f) = glasses des baskets (f) = trainers Je porte = I wear Il porte = he wears Elle porte = she wears That I need to add an 'e' to the adjective if it is describing a feminine (la/une) word. To put the colour adjective after the noun (object). How to describe where colour words come in a sentence (after the noun). How to describe where size words come in a sentence (before the noun). How to add an 's' to the adjective if it is describing a plural word. The following adjectives, like colour adjectives, also go after the noun they describe: à pois – spotted à carreaux – checked à rayures – striped How to say they like/ dislike an item of clothing using j'aime and je n'aime pas.	dix-sept = seventeen dix-huit = eighteen dix-neuf = nineteen vingt = twenty vingt-et-un = twenty-one vingt-deux = twenty-two vingt-trois = twenty-three vingt-quatre = twenty-four vingt-cinq = twenty-five vingt-six = twenty-six vingt-sept = twenty-seven vingt-huit = twenty-eight vingt-neuf = twenty-nine trente = thirty trente-et-un = thirty-one hat in French, the days of the week: Days of the week begin with a lower case letter, whereas in English we use a capital letter for each day. Each end with di, which is the equivalent of our English ...day, although the French word for day is jour. Vocab for days of the week: les jours de la semaine = the days of the week la semaine = the week lundi = Monday mardi = Tuesday mercredi = Wednesday jeudi = Thursday vendredi = Friday
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			samedi = Saturday dimanche = Sunday aujourd'hui = today demain = tomorrow hier = yesterday Months of the year do not use a capital letter. Vocab for months of the year: les mois = the months janvier = January février = February mars = March avril = April mai = May juin = June juillet = July août = August septembre = September octobre = October novembre = November décembre = December C'est quand, ton anniversaire ? = When is your birthday? Mon anniversaire c'est le... = My birthday is the... Vocab for the 4 seasons; les saisons = the seasons Il y a quatre saisons = There are four seasons le printemps = the spring l'été = the summer l'automne = the autumn
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			l'hiver = the winter Joyeux anniversaire = happy birthday. Pour mon anniversaire, je voudrais... – For my birthday, I would like. There are 5 accents in French which alter the way we pronounce a word - l'accent aigu (acute accent) – é l'accent grave (grave accent) – à, è, ù la cédille (cedilla) – ç l'accent circonflexe (circumflex) – â, ê, î, ô, û l'accent tréma (trema) – ë, ï, ü
Lesson Sequence Learning challenges in a sequenced order.	Can I understand how to make French adjectives to agree? Can I say simple descriptions in French? Can I describe people in French? Can I describe personality traits in French? Can I write a portrait of a friend in French?	Can I say clothes in French? Can I say clothes and colours in French? Can I understand where adjectives go in French? Can I describe clothes from a catalogue in French? Can I describe what someone is wearing in French?	Can I learn how to say numbers 1-31 in French? Can I say the days of the week in French? Can I say the months of the year in French? Can I say the seasons and dates in French? Can I understand how to celebrate a birthday in French?
Knowledge Capture Task	Quiz and Knowledge catcher – Portraits – describing in French	Quiz and Knowledge catcher – Clothes – getting dressed in French	Quiz and Knowledge catcher – French numbers, calendars and birthdays
National Curriculum End Points	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the	Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar appropriate to the language being studied, including (where	Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to

	language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Listen attentively to spoken language and show understanding by joining in and responding. Read carefully and show understanding of words, phrases and simple writing. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	build sentences; and how these differ from or are similar to English. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English - grammar Art - portraits PSHE	English - grammar	English - grammar Maths - number
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year Group 5	Autumn 1	Autumn 2	Spring 1
Topic title and knowledge outcomes	French monster pets On completion of the unit, pupils will know... Vocab to describe a Komodo Dragon: un Varan de Komodo/un dragon de Komodo - a Komodo dragon un carnivore – a carnivore un prédateur – a predator un reptile – a reptile un insecte – an insect un mammifère – a mammal Adjectives must agree with the noun that they describe both in terms of whether the noun is masculine or feminine and whether the noun is singular or plural. Some adjectives are ‘invariable’ and do not change. One example is the adjective, orange - orange, which does not change for gender or number, so no additional ‘s’ for plural nouns. Adjectives of size go before the noun (as they do in English) but adjectives of colour go after the noun. Vocab to be used to describe a monster:les jambes (feminine plural) (the legs). la queue (feminine singular) (the tail) – this is the same as our English word for queue. les cornes (feminine plural) (the horns) – the children might guess that this word is linked to	Space exploration in French On completion of the unit, pupils will know... That le système solaire is a cognate and the children will readily recognise this as meaning, ‘the solar system’. In French, the days of the week are almost all named after bodies in the solar system: Lundi: la Lune (Moon) (Monday) Mardi: Mars (Tuesday) Mercredi: Mercure (Wednesday) Jeudi: Jupiter (Thursday) Vendredi: Vénus (Friday) Samedi: Saturne (Saturday) Dimanche – is the odd one out. The Romantic languages (like French, Italian and Spanish) name Sunday after the Latin, ‘dies Dominica’ or ‘day of the Lord’. Vocab for the Solar System: le système solaire - the solar system l’espace (m) - space une planète - a planet un astéroïde - an asteroid une comète - a comet une étoile - a star orbiter - to orbit le Soleil - the Sun La Lune - the Moon	Shopping in France On completion of the unit, pupils will know... The pattern of numbers to 69: 20-29: vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf 30-39: trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf 40-49: quarante, quarante-et-un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf 50-59: cinquante, cinquante-et-un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf 60-69 soixante, soixante-et-un, soixante-deux, soixante-trois, soixante-quatre, soixante-cinq, soixante-six, soixante-sept, soixante-huit, soixante-neuf 70 is soixante-dix, literally sixty-ten. This builds then in a similar way to the teens: 70: soixante-dix (sixty-ten) 71: soixante-et-onze (sixty-eleven) 72: soixante-douze (sixty-twelve) 73: soixante-treize (sixty-thirteen)

cornets (for ice-cream) and looks and sounds like our word, horn. les bras (masculine plural) (the arms) le bec (masculine singular) (the beak) – looks and sounds like beak. les dents (masculine plural) (the teeth) – the children might guess that this word is linked with dentist. la tête - the head les épaules (f) - the shoulders les genoux (m) - the knees les pieds (m) - the feet les yeux (m) - the eyes les oreilles (f) - the ears la bouche - the mouth les bras (m) - the arms une antenne - an antenna les dents (f) - the teeth le nez - the nose le bec - the beak les cornes (f) -the horns les jambes (f) – legs la queue - the tail un oeil - an eye les pointes - the points/peaks/spikes (on the monster's tail) How to check the gender of a word using a dictionary. How to describe the above body parts using adjectives:	Mercure - Mercury Vénus - Venus La Terre – the Earth Mars - Mars Jupiter - Jupiter Saturne - Saturn Uranus - Uranus Neptune - Neptune Pluton – Pluto That adjectives of size go before the noun, as they do in English. Adjectives of colour go after the noun. Most other adjectives go after the noun but the 'beautiful' family of adjectives go before (as in English): Un beau prince – a beautiful/handsome prince Une belle princesse – a beautiful princess How to use metaphors to describe a planet eg Le soleil est un ballon. Le soleil est une tomate. How to improve their sentences using adjectives eg Le soleil est une grande tomate rouge – The sun is a big red tomato. Vocab to use in a metaphor: le soleil - the Sun la lune - the Moon est - is un ballon - a ball une tomate - a tomato une banane - a banana une orange - an orange	74: soixante-quatorze (sixty-fourteen) 75: soixante-quinze (sixty-fifteen) 76: soixante-seize (sixty-sixteen) 77: soixante-dix-sept (sixty-seventeen) 78: soixante-dix-huit (sixty-eighteen) 79: soixante-dix-neuf (sixty-nineteen) 80: quatre-vingts (four twenties) – note the 's' on the end of vingts 81: quatre-vingt-un (four twenties one) – note that there is no 's' on the end of vingt and note that it is not quatre-vingt-et-un 82: quatre-vingt-deux (four twenties two) 83: quatre-vingt-trois (four twenties thre) 84: quatre-vingt-quatre (four twenties four) 85: quatre-vingt-cinq (four twenties five) 86: quatre-vingt-six (four twenties six) 87: quatre-vingt-sept (four twenties seven) 88: quatre-vingt-huit (four twenties eight) 89: quatre-vingt-neuf (four twenties nine) 90: quatre-vingt-dix (four twenties ten) 91: quatre-vingt-onze (four twenties eleven) 92: quatre-vingt-douze (four twenties twelve) 93: quatre-vingt-treize (four twenties thirteen) 94: quatre-vingt-quatorze (four twenties fourteen) 95: quatre-vingt-quinze (four twenties fifteen) 96: quatre-vingt-seize (four twenties sixteen) 97: quatre-vingt-dix-sept (four twenties seventeen) 98: quatre-vingt-dix-huit (four twenties eighteen)
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court(s) (masc.) / courte(s) (fem.) - short grand(s) (masc.) / grande(s) (fem.) - big long(s) (masc.) / longue(s) (fem.) - long petit(s) (masc.) / petite(s) (fem.) - small pointu(s) (masc.) / pointue(s) (fem.) - pointed rouge(s) (masc. and fem.) - red rose(s) (masc. and fem.) - pink orange (masc. and fem.) - orange jaune(s) (masc. and fem.) - yellow bleu(s) (masc.)/ bleue(s) (fem.) - blue noir(s) (masc.)/noire(s) (fem.) - black vert(s) (masc.)/ verte(s) (fem.) - green blanc(s) (masc.)/ blanche(s) (fem.) - white gris (masc.)/grise(s) (fem.) – grey How to describe their monster using a simple sentence eg il a des grands yeux – he has big eyes. How to say le corps (the body) keeping the p and s silent. This is a near cognate. How to compare their animal to another using sentences like: La tête d'un éléphant – the head of an elephant Le corps d'une girafe – the body of a giraffe Les pieds d'un kangourou – the feet of a kangaroo How to ask Qu'est-ce-que c'est? - What is it? And to reply with: il a - he/it has	un lion - a lion un bébé - a baby petit(e) – small grand(e) – big énorme – enormous minuscule – tiny fragile – fragile tranquille – peaceful How to use adjectival comparatives: plus grand que – bigger than plus petit que – smaller than plus chaud que – hotter than plus froid que – colder than How to describe the planets using vocab: plus - more plus...que - more than moins - less moins...que - less than parce que - because loin de - far from proche de - near to près de - near to grand(s) (masculine) grande(s) (feminine) - big plus grand(s)(e)(es) - bigger énorme(s) - enormous petit(s) (masculine), petite(s) (feminine) - small plus petit(s)(e)(es) - smaller encore plus petit(s)(e)(es) - even smaller minuscule - minute chaud(s) (masculine), chaude(s) (feminine) - hot	99: quatre-vingt-dix-neuf (four twenties nineteen) The number for one hundred is easy: cent (as in cents, century, centurian, centipede) That in France, they use euros as their currency. In French, the price of something is expressed in euro €, and in the same way as we express pounds in English, except that the decimal point is replaced with a comma: 6,40 means six euros and forty cents When speaking the price, the same convention is followed as in English: six euros, forty – six euro, quarante A or an in English) is un or une in French: un is used for masculine singular nouns: un abricot – an apricot une is used for feminine singular nouns: une fraise – a strawberry Des is used for some. Vocab for fruits: Les fruits - the fruits Un ananas - a pineapple Un abricot - an apricot Un citron - a lemon Une pomme - an apple Une poire - a pear Une pêche - a peach Une banane - a banana Une orange - an orange Une cerise - a cherry
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	elle a - she/it has There are usually four forms of an adjective to describe: A noun that is singular masculine A noun that is plural masculine A noun that is singular feminine A noun that is plural feminine Adjectives to describe these will have a different agreement eg e for singular feminine. How to use a dictionary to help find/check new words I want to write How to describe where the animal lives using: elle habite dans le désert - she/it lives in the desert il habite dans la forêt - he/It lives in the forest elle habite dans l'océan - she/it lives in the ocean How to describe what their animal eats using: elle mange les petites fleurs - she/it eats little flowers il mange les petits poissons rouges - he/it eats little red fish elle mange les serpents noirs et les plantes vertes - she/it eats black snakes and green plants	plus chaud(s)(e)(es) - hotter très chaud(s)(e)(es) - very hot moins chaud(s)(e)(es)- less hot froid(s) (masculine), froide(s) (feminine) - cold plus froid(s)(e)(es) - colder très froid(s)(e)(es) - very cold glacé(s) (masculine), glacée(s) (feminine) – frozen To ask questions about a planet using: Comment elle s'appelle? - What is it/she called? Quelle est la température ? - What's the temperature?	Une fraise - a strawberry Une pastèque - a watermelon Des raisins - (some) grapes Je vais au marché et j'achète... - I go to the market and I buy... Crisps are called les chips in French. Chips are called les frites in French. Vocab for I eat/ he eats (3rd person): Il mange – he eats un croissant – a croissant une glace – an ice cream des chips – some crisps du poulet – some chicken de la soupe – some soup des bonbons – some sweets Il reste au lit – he stays in bed Il a tout mangé ! – he has eaten everything! The French de translates as 'of' or 'some'. When coupled with le, la, l' or les, it becomes: du (de + le) de la de l' (used when the noun begins with a vowel) des (de+les) How to ask for something from a food shop using Je voudrais - I would like Food items from Lesson 3, plus C'est combien ? - How much is it?
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			To recognise these words are from a recipe and to make some links as to what they are: ratatouille - Ratatouille les ingrédients - The ingredients les ustensiles -The utensils les courgettes - Courgettes une aubergine - An aubergine un poivron - A pepper deux gousses d'ail - Two cloves of garlic des herbes - some herbs du thym - some thyme du romarin - some rosemary du laurier - some bay du basilic - some basil de l'huile d'olive - some olive oil du sel - some salt du poivre - some pepper une pincée - a pinch (of) un couteau - a knife une cuillère - a spoon une poêle - a cooking pot les légumes- the vegetables laver - to wash couper - to cut ajouter - to add émincer - to slice laisser cuire - to leave to cook à feu bas - on a low heat couvrir - to cover c'est délicieux ! - It's delicious!
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			Bon appétit !-Bon appétit! / Enjoy!
Lesson Sequence Learning challenges in a sequenced order.	1. Can I look for clues to understand new words? 2. Can I identify nouns by their gender, number and meaning? 3. Can I apply my knowledge of French nouns and gender agreement? 4. Can I understand adjectival rules in French? 5. Can I apply my knowledge of vocabulary and grammar to a piece of writing?	1. Can I pick out key ideas and phrases from a text? 2. Can I use nouns and adjectives to create metaphors in French? 3. Can I make comparisons in French? 4. Can I read and build factually accurate sentences in French? 5. Can I ask and answer questions and compare planets?	1. Can I build numbers and prices in French? 2. Can I say fruits in French? 3. Can i join with a repetitive story? 4. Can I go shopping in France and ask how much? 5. Can I explore and understand an authentic French text?
Knowledge Capture Task	Quiz and Knowledge catcher – French monster pets	Quiz and Knowledge catcher – Space exploration in French	Quiz and Knowledge catcher – Shopping in France
National Curriculum End Points	Understand and respond to written language from an authentic source Discover and develop an appreciation of a range of writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Read carefully and show understanding of phrases and simple writing Understand basic grammar appropriate to the language being studied, including (where	Understand spoken language from a variety of authentic sources Explore patterns and sounds of language Describe people, places and things orally and in writing Find ways of communicating what they want to say Use basic language structures Write phrases from memory, and adapt to create new sentences, to express ideas clearly Understand basic grammar and apply to build sentences Write some words and phrases from memory Describe people, places, things and actions orally and in writing	Read carefully and show understanding of words and phrases Explore patterns of language Communicate for practical purposes explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Appreciate stories, songs, poems and rhymes in the language Speak in sentences, using familiar vocabulary, phrases and basic language structures Read carefully and show understanding of words, phrases and simple writing Listen attentively to spoken language and show understanding by joining in and responding

	relevant): feminine, masculine and neuter forms Describe people, places, things and actions orally and in writing Write phrases from memory, and adapt to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Respond to spoken/written language from authentic sources Read carefully and show understanding of phrases
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English - grammar Science - animals	English - grammar Science - the Solar System	English - grammar Maths - money
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year Group 6	Autumn 1	Autumn 2	Spring 1
Topic title and knowledge outcomes	French sport and the Olympics On completion of the unit, pupils will know... The verb jouer is followed by à + the direct article (le or la) + the sport. If the sport is masculine, the à +le contracts to au in the usual way. For example: Je joue au basket – I play basketball Je joue au foot – I play football Je joue au tennis – I play tennis Je joue au rugby – I play rugby The vocab for French sports and to say if they like/ dislike it: je joue - I play je fais - I do je joue au basket - I play basketball le basket - basketball le football/ le foot - football le hockey - hockey le tennis - tennis le rugby - rugby le ski - skiing c'est quel sport ? - what sport is it? c'est le... - it's... tu aimes le sport ? - do you like sports? j'adore - I love j'aime - I like	French football champions On completion of the unit, pupils will know... Vocab for football in French: mi-temps - half time un match de foot - a football match un joueur de foot/un footballeur – a footballer (male) une joueuse de foot/ une footballeuse - a footballer (female) Les Bleus - the Blues (French team) le ballon - the ball le but - the goal le terrain - the pitch le sifflet - the whistle un match de foot - a football match un joueur de foot/un footballeur – a footballer (male) une joueuse de foot/ un footballeuse - a footballer (female) une équipe – a team Les Bleus – the Blues (French team) mi-temps – half time un gardien de but – a goalie/goalkeeper (male) une gardienne de but - a goalie/goalkeeper (female) un bon joueur – a good player (male)	In my French house On completion of the unit, pupils will know... That some words in French are the same (cognates) and similar (near cognates) le garage – the garage un appartement – an apartment or flat une ferme – a farm To construct sentences using the below vocabulary to discuss their house: J'habite dans - I live in un appartement – an apartment une grande maison - a big house une petite maison - a little house une maison jumelée - semi-detached house une ferme - a farm la salle à manger - dining room la cuisine - kitchen le salon - lounge room la chambre la chambre de mes parents - my parents' bedroom ma chambre - my bedroom la salle de bain - bathroom le jardin - the garden le garage - the garage Il y a - there is Il n'y a pas - there isn't

je n'aime pas - I don't like je déteste - I hate The names of well-known countries in French and to try locating these on a map: L'Angleterre (f) - England L'Écosse (f) - Scotland Le Pays de Galles (m) - Wales L'Irlande du Nord (f) - Northern Ireland L'Irlande (f) - Ireland (the Republic of Ireland) La France (f) - France La Belgique (f) - Belgium Les Pays-Bas (m) - The Netherlands L'Allemagne (f) - Germany L'Italie (f) - Italy L'Espagne (f) - Spain If the country is feminine singular, the preposition used is en: Je vais en Italie – I am going to Italy. If the country is masculine singular, the preposition used is au: Je vais au Canada – I am going to Canada If the country is masculine plural, the preposition used is aux: Je vais aux États-Unis d'Amérique – I am going to the United States of America Les États-Unis d'Amérique (m) - The United States of America Le Canada (m) - Canada L'Australie (f) – Australia How to conjugate the verb aller:	une bonne joueuse - a good player (female) un supporter - a fan (male) une supportrice - a fan (female) un attaquant – a striker/attacker/forward (male) une attaquante - a striker/attacker/forward (female) un milieu de terrain défensif – defensive midfielder Venir is an irregular -ir verb meaning to come. When followed by de, it means to come from. Vocab to use when talking about football: venir - to come venir de - to come from je viens de - I come from il vient de - he comes from elle vient de - she comes from marquer un but - to score a goal sauver un but - to save a goal un carton jaune - a yellow card un carton rouge - a red card To use the above vocabulary to create a player profile.	au rez-de-chaussée - on the ground floor au premier étage - on the first floor en bas - downstairs en haut - upstairs qu'est-ce que c'est ? - what is it? c'est la salle à manger - it's the dining room il y a - there is il n'y a pas - there isn't The words for: the ground floor – Le rez de chaussée the first floor – Le premier étage upstairs – En haut downstairs – En bas How to describe where things are in your bedroom using: un lit - a bed un poster - a poster un ordinateur - a computer les rideaux (m) - the curtains un tapis - the rug un garde-robe - a wardrobe le mur - the wall une chaise - a chair une lampe - a lamp un bureau - a desk les jouets - the toys les livres - the books sur - on sous - under devant - in front
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aller - to go je vais - I go tu vas - you go (you singular/informal) il va/elle va - he/she goes nous allons - we go vous allez - you go (plural/formal) ils/elles vont - they go That Le Tour de France is an annual men's bike race and is very difficult. It takes place in July over 23 days. The course is around 3500 kilometres, which the cyclists cover in 21 day-long stages. The route goes around France, alternating between a clockwise and anticlockwise direction, and it goes through the mountain ranges of the Pyrenees and the Alps. The finish line is on the Champs- Élysées in Paris. Vocab linked to Tour de France and directions: sauter - to jump marcher - to walk courir - to run danser - to dance nager - to swim patiner - to ice skate plonger - to dive pédaler - to pedal la bicyclette/le vélo – bicycle le frein - brake les freins - brakes le maillot jaune - the yellow jersey	derrière - behind à côté de - next to dans - in où est le crayon ? - where is the pencil? le crayon est à côté de livre - the pencil is next to the book When using the preposition à côté de – next to, the de will change depending on the direct object of the noun that follows: de + le becomes du de + les becomes des de + la remains as de la de + l' remains as de l' How to say where an object is using a preposition eg La lampe est sur le bureau. – The lamp is on the desk. La chaise est devant le bureau. – The chair is in front of the desk. La poster est sur le mur. – The poster is on the wall. How to use the above vocab to write a letter describing their bedroom.
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	le départ - the start/departure la fin - the end ralentir - slow down à droite - right à gauche - left tout droit - straight on vite - fast lentement – slow The game of pétanque is very popular in France. The other name for the game is boules and there are variations of the game across the world. The game of pétanque is so popular that there is the annual pétanque World Championship. Many people hope that the sport will become an Olympic sport in the 2024 Olympic Games, to be hosted by Paris. There are 3 medals at the Olympics: une médaille de bronze – Bronze medal une médaille d’argent – Silver medal une médaille d’or – Gold medal To recognise some of these Olympic sports: les jeux Olympiques – the Olympic Games l’athlétisme – athletics la gymnastique -gymnastics le cyclisme – cycling le volleyball -volleyball le kayak - kayaking le water-polo – water-polo le tennis de table – table tennis le judo - judo		
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l'équitation - horse riding le badminton – badminton le golf – golf le tir à l'arc – archery l'escrime - fencing la boxe - boxing le snowboard - snowboarding le bobsleigh - bobsleighbing l'aviron - rowing la voile - sailing le saut à ski -ski-jumping le curling - curling une médaille de bronze – a bronze medal une médaille d'argent – a silver medal une médaille d'or – a gold medal un sport olympique – an Olympic sport la compétition - the competition le tournoi - the tournament une équipe - a team un bon joueur - a good player gagner - to win j'ai gagné une médaille de bronze – I won a bronze medal perdre - to lose il a perdu - he has lost aujourd'hui - today et - and il y a - there is		
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Lesson Sequence Learning challenges in a sequenced order.	1. Can I say which sports I play in French? 2. Can I say countries around the world in French? 3. Can I conjugate the verb 'to go'? 4. Can I practise new vocabulary? 5. Can I learn about the game pétanque? 6. Can I write about the Olympics in French?	1. Can I learn new football vocabulary in French? 2. Can I read and decode footballer profiles in French? 3. Can I say where a French footballer is from? 4. Can I learn vocabulary for a French football tournament? 5. Can I create a footballer profile in French?	1. Can I describe different houses in French? 2. Can I describe my house in French? 3. Can I use prepositions in French? 4. Can I describe the positions of objects in my bedroom in French? 5. Can I write a letter in French describing my home?
Knowledge Capture Task	Quiz and Knowledge catcher – French sport and the Olympics	Quiz and Knowledge catcher – French football champions	Quiz and Knowledge catcher – In my French house
National Curriculum End Points	Ask and answer questions Express opinions and respond to those of others Broaden their vocabulary and develop their ability to understand new words. Understand basic grammar appropriate to the language being studied; the conjugation of high-frequency verbs; key features and patterns of the language. Fostering curiosity and deepening understanding of the world Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations. Ask and answer questions. Broaden their vocabulary and develop their ability to understand new words. Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations.	Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation, so when reading aloud or using familiar words and phrases, others can understand. Broaden vocabulary range and develop ability to understand new words that are introduced into familiar written material, including through use of a dictionary. Develop accurate pronunciation and intonation so, when reading aloud or using familiar words and phrases, others can understand.	Listen attentively to spoken language and show understanding by joining in and responding, engage in conversations, ask and answer questions, describe places in writing. Speak in sentences using familiar vocabulary and basic language structures, key features of the language to build sentences, broaden their vocabulary and develop their ability to understand new words. Explore patterns and sounds of language through songs and link the meaning of words. Speak in sentences using familiar vocabulary and basic language structures, key features of the language to build sentences, broaden their vocabulary and develop their ability to understand new words Develop accurate pronunciation and intonation so that others understand when are reading aloud or using familiar words and phrases Present information orally to a range of audiences

			Speak in sentences using familiar vocabulary and basic language structures, key features of the language to build sentences, broaden their vocabulary and develop their ability to understand new words Explore patterns of language through songs and link the sound of words, appreciate song in the language, describe things orally and in writing. Read carefully and show understanding of words, phrases and simple writing. Write some phrases from memory and adapt to create new sentences, understand basic grammar appropriate to language.
Possible Endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.		
Cross curricular Links	English – grammar Geography – countries PE - sports	English – grammar PE – sports Geography - countries	English - grammar
Trips and visitors			
Prior Learning links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		