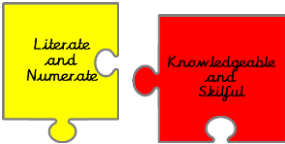
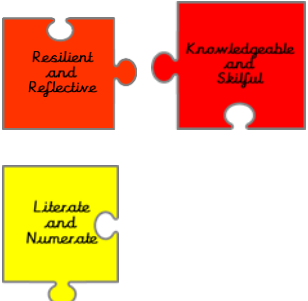
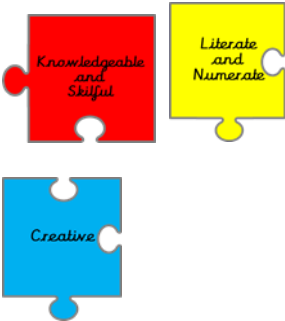
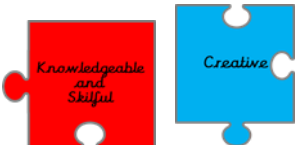





Modern Foreign Languages Curriculum Coverage: Key Stage Two


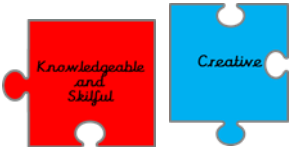
Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Years 1 and 2 – The children are exposed to a Modern Foreign Language through greetings (hello/goodbye), answering the register (present/ dinners/sandwiches) and counting (1-10) in preparation for their learning in Key Stage 2.			
Year Three	Curriculum Objective	Knowledge/Activity	Vocab
I am learning French / Autumn One	<p>I can use phrases in French to say how I feel.</p> <p>I can say numbers 1-10 and colours</p> 	<ul style="list-style-type: none"> Children will learn key facts about France, basic geography of France and the countries that surround it. Children will learn fixed phrases in French to say how they are feeling answering the question ça va? This encourages role play activity with the children. Children will learn fixed phrases in French to say what they are called answering the question comment tu t'appelles? This encourages role play activity with the children. Children will learn the numbers from 1 to 10 and 10 basic colours. Consolidation of colours plus worksheets based around the colours learnt. Differentiated for whole class involvement. 	<ul style="list-style-type: none"> ça va? plus appropriate responses Comment tu t'appelles? plus appropriate responses Numbers 1 to 10 – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix / 10 basic colours (including rouge / bleu / vert/jaune/noir/ marron/rose etc.)
	Animals/ Autumn Two	<p>I can say 10 animals in French.</p> <p>I can use the phrase 'I am' with an animal name by the end of the unit.</p> 	<ul style="list-style-type: none"> Children will learn noun and article for the next five animals. Children will learn noun and article for the next five animals. Consolidation of all 10 animal nouns and article with consolidation activities on the PowerPoint The children will focus on the correct spellings of the animal nouns and practice using the correct article through the worksheet provided. Children will extend their knowledge by the introduction of je suis encouraging miming and oral presentation of je suis... plus an animal. This is consolidated through differentiated worksheets.

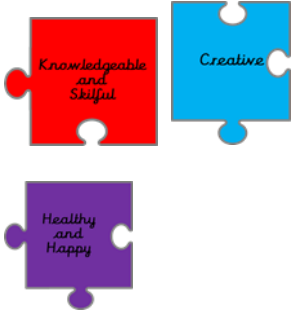
			<ul style="list-style-type: none"> • Je suis... / nouns and articles for all 10 animals (un lion / une vache etc.)
<p>Musical instruments/ Spring One</p>	<p>I can name 10 musical instruments in French.</p> <p>I can use the phrase 'I play' with a musical instrument by the end of the unit.</p> 	<ul style="list-style-type: none"> • Children will learn the noun and article for the first five instruments. • Children will learn the noun and article for the next five instruments. • We will consolidate all 10 instrument nouns. This lesson will focus most attention on the article for each instrument and its correct use. • In this lesson we will introduce the children to the French verb jouer (to play) using the form je joue (I play). This is used in relation to the 10 musical instruments we have learnt so far. • Consolidation of je joue plus worksheets based around the noun and article. The worksheets are fun and are differentiated for whole class involvement 	<ul style="list-style-type: none"> • Nouns and articles for the first 5 instruments (la trompette / la guitare etc.) grouped by gender (feminine) • Nouns and articles for the next 5 instruments (le piano / les cymbales etc.) grouped by gender (masculine and plural) • Nouns and articles for all 10 instruments (la trompette / le piano / les cymbales etc.) • je joue.... plus choice of musical instrument / nouns and articles for all 10 instruments (la trompette / le piano / les cymbales etc.)
<p>Fruits /Vegetables / Spring Two</p>	<p>I can name 10 fruits and say "I like..." and I don't like..." plus a fruit by end of unit.</p> <p>I can say "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit.</p> 	<ul style="list-style-type: none"> • In this lesson we introduce the first five fruits in their singular form using the indefinite articles "une" and "un". In this lesson all 5 fruits are feminine so we only use the indefinite article "une". we introduce the first five vegetables • In this lesson we introduce the next set of five fruits in their singular form using the indefinite articles "une" and "un". In this lesson 3 fruits are feminine and 2 are masculine so we use both the indefinite articles "une" and "un". • We change all ten fruit nouns from their singular form into their plural form using "les" in preparation for use with an opinion. the next set of five vegetables in their plural form 	<ul style="list-style-type: none"> • Includes: les fruits, une pomme, une banane etc. • Includes: les fruits, une poire, un abricot etc. • Includes: les fruits, J'aime..., les pommes, les abricots • Includes: les fruits, Je n'aime pas..., les pommes, les abricots • Includes: les légumes, les épinards, les courgettes etc.

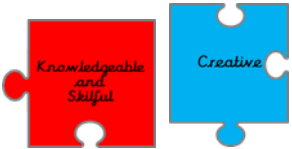
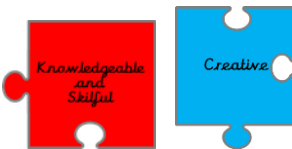
		<ul style="list-style-type: none"> • In this lesson we introduce a positive opinion using "J'aime..." (I like...) and combine it with all ten of our fruits in their plural form. • In this lesson we introduce a negative opinion using "Je n'aime pas..." (I do not like...) and combine it with all ten of our fruits in their plural form. There is also the opportunity to introduce the target question "Est-ce que tu aimes...?" (Do you like...?) • In this lesson we look at the language for using a weight when talking about vegetables. We look at the French phrase "un kilo de.../d'..." (one kilo of...) and show how we use this with each of our vegetables. We also explain how when we use "de..." or "d'..." in relation to a quantity of a noun, the "de" or "d'" replaces the article normally used with the noun. • In this lesson we introduce another weight quantity phrase "un demi kilo de.../d'..." (half a kilo of...) and combine it with all ten of our vegetables. We also introduce the language "je voudrais..." (I would like) and "s'il vous plaît" (please) so pupils can start to create longer, more complex sentences. • In this lesson we revisit all of the language learnt in the unit so far and introduce some extra phrases and transactional language so the children can take part in a fun role-play activity where they can pretend to be buying and selling vegetables in a French market. Some of the extra language we introduce is: "je peux vous aider?" (can I help you?), "c'est tout?" (is that everything?) and "c'est combien?" (how much is that?) 	<ul style="list-style-type: none"> • Includes: les légumes, les petits pois, les champignons etc. • Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de..., un kilo d'... etc. • Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., je voudrais..., s'il vous plaît etc. • Includes: les légumes, les épinards, les courgettes, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., je voudrais..., s'il vous plaît, je peux vous aider? c'est tout? c'est combien? etc.
<p>I can / Summer One</p>	<p>I can say "I am able to.." / "I can..." plus activity by end of unit.</p>	<ul style="list-style-type: none"> • In this lesson we will introduce the children to the first five verbs / every day activities that they might do in their day. • In this lesson we will introduce the children to the next five verbs / every day activities that they might do in their day. • In this lesson we will introduce the children to the French verb pouvoir in the form of je peux (I can). We will then use je 	<ul style="list-style-type: none"> • Five verbs for every day activities (including danser (to dance) / cuisiner (to cook) etc. • Five verbs for every day activities (including sauter (to jump) / parler (to talk) etc.


		<p>peux in conjunction with the 10 every day activities (talking, eating, dancing etc.) taught in earlier lessons.</p> <ul style="list-style-type: none"> In this lesson we will consolidate our work with je peux (I can) by focusing on fun listening and reading activities. <p>In this lesson we will continue to consolidate our work with je peux (I can) by focusing on fun writing activities using a variety of differentiated worksheets.</p>	<ul style="list-style-type: none"> Je peux... / ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook) etc.
<p>Ancient Britain /Summer Two</p>	<p>I can say "I am, I have and I live..." dependant on whether they are from stone, bronze or iron age.</p> 	<ul style="list-style-type: none"> Putting the three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into context using a historical timeline. Lots of new language and number work is provided. In this lesson we look at how to say "I am a man..." and "I am a woman..." from each of the Stone Age, Bronze Age and Iron Age. Lots of speaking and reading opportunities are provided. In this lesson we look at how to say "I have..." and add the main tool used in each of the Stone Age, Bronze Age and Iron Age. Lots of speaking, listening, reading and writing opportunities are provided. In this lesson we look at how to say "I live..." and add the most typical types of dwellings used in each of the Stone Age, Bronze Age and Iron Age. Lots of speaking, listening, re Consolidation of all language learnt in the unit ("I am..." PLUS "I have..." PLUS "I live...") combined together in longer passages of spoken and written language. Presentation preparation. ading and writing opportunities are provided. 	<ul style="list-style-type: none"> L'ancienne histoire de la Grande Bretagne, l'âge de la pierre, l'âge du bronze, l'âge du fer. L'âge de la pierre, l'âge du bronze, l'âge du fer, "je suis un homme...", "je suis une femme..." L'âge de la pierre, l'âge du bronze, l'âge du fer, "j'ai...", une hache, une épée. L'âge de la pierre, l'âge du bronze, l'âge du fer, "j'habite...", une cave, une cabane L'âge de la pierre, l'âge du bronze, l'âge du fer, "je suis un homme...", "je suis une femme...", "j'ai...", une hache, une épée, "j'habite...", une cave, une cabane.
<p>Year Four</p>			
<p>Presenting myself / Autumn One</p>	<p>I can learn to say 'I am called' in French</p>	<ul style="list-style-type: none"> Quick revision of France and French speaking countries. Teach the children how to ask <i>bonjour, ça va?</i> (hello, how are you?) give a reply <i>ça va bien, ça va mal</i> etc (I am well, I am 	<ul style="list-style-type: none"> <i>ça va?</i> (plus options) / numbers 1 to 10 / <i>au revoir</i>

	<p>I can learn to say 'I am ___ years old' in French.</p> <p>I can learn how to say 'I live' in French.</p> <p>I can perform role play with name, age, where they live and nationality.</p> 	<p>not so well etc) and end their conversation with au revoir (goodbye).</p> <ul style="list-style-type: none"> • Teach the children how to say je m'appelle (I am called.. / my name is..) and ask someone else comment tu t'appelles? (what is your name?). Learn numbers 10 to 20. • Teach the children how to ask quel âge as-tu? (how old are you?) and reply with j'ai ... ans (I am ... years old). Consolidate numbers 10 to 20 with listening exercise. • Teach the children how to ask où habites-tu? (where do you live?) and reply with j'habite a (I live in...). Consolidate numbers 10 to 20 with differentiated worksheets (extension worksheet up to number 30). • Introduce nationality and teach the children je suis + nationality. Discuss and explain why nationality spellings change with gender. See sample ID cards and then create their own one. 	<ul style="list-style-type: none"> • Je m'appelle / comment tu t'appelles? / numbers 10 to 20 • Quel âge as-tu? / J'ai ... ans / numbers 10 to 20 • J'habite a ... / où habites tu? / numbers 1 to 20 (extension up to number 30) • Je suis + nationality
<p>Family/ Autumn Two</p>	<p>I can learn the different names for the members of my family.</p> <p>I can present orally on my Family</p> 	<ul style="list-style-type: none"> • Introduce nouns and the appropriate definite article for family members. Teach and explain the different articles for masculine, feminine and plural family member nouns. Matching pairs snap card game. • Consolidate family members and introduce the question elle or il s'appelle comment? (what is he or she called?) Teach the children how to answer this question. • Consolidate question elle or il s'appelle comment? (what is he or she called?) Introduce the question as-tu un frère? and as-tu une soeur? with a range of answers. Listening activity based on variety of children introducing themselves and saying how old they are, where they live, if they have brothers/sisters and what they are called. • Consolidate question as-tu un frère? and as-tu une soeur? plus the range of appropriate answers. Introduce key language for numbers 10 to 100 in units of ten. • Introduce the concept of French possessives for family members. Mon, ma and mes and where and how these possessives should be used correctly. 	<ul style="list-style-type: none"> • Nouns and article for each family member / explanation of article for masculine, feminine and plural nouns. • Elle or il s'appelle comment? / elle or il s'appelle... • Elle or il s'appelle comment? / elle or il s'appelle... / as-tu un frère? / as-tu une soeur? plus appropriate answers. • As-tu un frère? / as-tu une soeur? plus appropriate answers. Numbers 10 to 100 in units of ten. • Mon, ma and mes. Where and how these possessives should be used correctly in relation to the gender of the

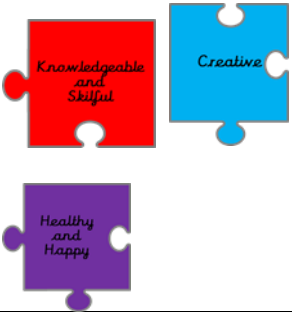
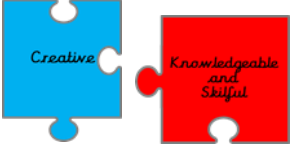
			<p>family member and whether they are referred to in the singular or plural.</p>
<p>Rooms of the house/ Spring One</p>	<p>I can say where I live and name the rooms in my house that I have and do not have.</p> <p>I can use first person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div data-bbox="448 654 604 790" style="background-color: red; color: white; padding: 5px; border-radius: 5px;"> <p>Knowledgeable and Skilful</p> </div> <div data-bbox="627 646 750 790" style="background-color: yellow; padding: 5px; border-radius: 5px;"> <p>Liberate and Numerate</p> </div> </div>	<ul style="list-style-type: none"> In this lesson we introduce the vocabulary for the first set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all feminine nouns so we only use the indefinite article "une". We also introduce the phrase "chez moi il y a..." (in my home there is/are...) In this lesson we introduce the vocabulary for the first set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all feminine nouns so we only use the indefinite article "une". We also introduce the phrase "chez moi il y a..." (in my home there is/are...) In this lesson we introduce the vocabulary for the next set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all masculine nouns so we only use the indefinite article "un". We consolidate use of the phrase "chez moi il y a..." (in my home there is/are...) In this lesson we look at how to change the positive phrase "chez moi il y a..." (in my home there is/are...) into the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...) We explain how to make the linguistic change correctly, show the process visually and then use both phrases with the rooms of the home we have learnt previously. A great opportunity to bring together all of the language learnt in this unit in a variety of speaking and writing activities. There is also the opportunity to incorporate other French vocabulary your pupils have learnt in other units - 	<ul style="list-style-type: none"> Includes: une maison, un appartement, en ville, au bord de la mer Includes: chez moi il y a..., une cuisine, une salle à manger etc. Includes: chez moi il y a..., un bureau, un salon Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no...), un salon, une cuisine Includes: "chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no...), un salon, une cuisine, je m'appelle, j'habite dans..., j'ai ... ans.

<p>At the cafe / Spring Two</p>	<p>I can identify different foods and drink in French.</p> <p>I can use role play to order food and drink.</p> 	<p>including language covering personal details (such as their name and age etc.).</p> <ul style="list-style-type: none"> • Children will learn how to order a variety of drinks in French. • Children will learn how to order a variety of foods in French. • Children will learn how to ask the question and reply with their order for breakfast items in French. • Using all the vocabulary learnt so far children will participate in a class survey interviewing each other in French on what they eat and drink for breakfast. • Children will learn a variety of typical snacks and drinks available in a French cafe so as to be able to order the items in an authentic role play situation. 	<ul style="list-style-type: none"> • Je prends... / s'il vous plaît / selection of French drinks including: un jus d'orange, un thé au lait and many more. • Je prends... / s'il vous plaît / selection of French foods including: un croissant, des céréales and many more. • Qu'est-ce tu prends pour le petit déjeuner / je prends... / s'il vous plaît / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more. • Qu'est-ce tu prends pour le petit déjeuner / je prends... / selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales and many more. • Qu'est-ce tu prends / je prends... / je voudrais / l'addition s'il vous plaît / selection of French snacks and drinks including: un croque monsieur, une crêpe and many more.
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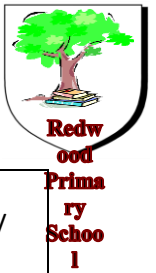
<p>The classroom / Summer One</p>	<p>I can identify 11 items found in a classroom.</p> <p>I can say what I have.. / don't have..' in my pencil case</p> 	<ul style="list-style-type: none"> • Children will be taught 6 items of classroom stationery grouped by gender (masculine) consolidated with a matching pairs snap card game. • Children will be taught a further 5 items of classroom stationery grouped by gender (feminine and plural) consolidated with a variety of class games including picture bingo and the 'follow-on' game. • Children will use all stationery items learnt in previous two weeks to integrate the concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case. • Children will consolidate concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case as part of a class survey. • Children will be taught a full set of classroom commands and instructions. 	<ul style="list-style-type: none"> • Classroom stationery including un stylo, un livre etc. • Classroom stationery including une gomme, des ciseaux etc. • Consolidation of all classroom stationery items / j'ai... / je n'ai pas de... • Classroom stationery including un stylo, un livre, une gomme etc. / j'ai... / je n'ai pas de... / dans ma trousse... • Classroom instructions including écoutez, écrivez, lisez etc.
<p>The Romans / Summer Two</p>	<p>I can learn the vocabulary for Roman Gods.</p> <p>I can complete an oral presentation of life as a Roman child</p> 	<ul style="list-style-type: none"> • In this lesson we look at the mythical story of Romulus and Remus - the supposed original founders of Rome. We examine the story from their birth to the gods Vesta and Mars, their abandonment, being brought up by a wolf to their founding of Rome and the eventual death of Remus. There are a range of interactive games to consolidate our learning. • In this lesson we look at the three different eras of ancient Rome: Monarchy, Republic and Empire. We also look at some of the main characters from each of these eras. • This is a fun and pictorial lesson where we look at some of the main Roman Gods and how they link to the days of the week. There are a range of gap-fill activities and interactive games to consolidate our learning. • The Romans invented a lot of amazing things, many of which we still use today (they may have been developed a bit since!) We take a look at a selection of these famous Roman 	<ul style="list-style-type: none"> • Selon la légende, Rome fut fondée, un frère jumeau, la déesse, le dieu, une louve. • La Royauté, La République, l'Empire, Tarquin le Superbe, dernier roi de Rome, les sénateurs, les plébéiens, des esclaves. • La mythologie romaine, les dieux romains, Diane, Mars, Mercure, jour de la semaine. • Les thermes romains, le chauffage central, les routes romaines, les aqueducs, vrai o faux. • Je suis riche, je suis pauvre, je vais à l'école, je ne vais pas à l'école, je mange de la


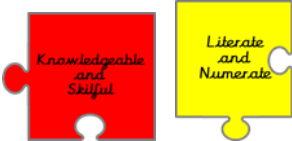
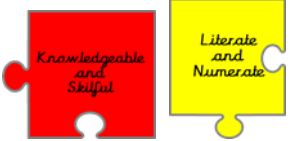
		<p>inventions and consolidate our learning with some 'true or false' activities and word searches.</p> <ul style="list-style-type: none"> This lesson shows the children how differently rich people and poor people lived in ancient Rome. We do this through the stories of a rich boy and a poor boy. We also use comparative French so we can introduce and examine the use of the negative form in French. 	<p>viande, je ne mange pas de viande.</p>
<p>Year Five</p>			
<p>Do you have a pet? / Autumn One</p>	<p>I can name 8 pets.</p> <p>I can conduct an interview on pets.</p> 	<ul style="list-style-type: none"> To learn noun and article for all 8 pets to answer target question "Do you have a pet?" To consolidate the article and nouns for eight common pets and learn how to use "J'ai" (I have...) plus the connective "et" (and). To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and learn the phrase "qui s'appelle" (that is called). To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...) To consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...) 	<ul style="list-style-type: none"> un chien / une tortue etc. / as-tu un animal. un chien / une tortue etc. / as-tu un animal? / J'ai... / et un chien / une tortue etc. / as-tu un animal? / J'ai... / et / qui s'appelle... un chien / une tortue etc. / as-tu un animal? / J'ai... / et / mais / qui s'appelle... / Je n'ai pas de... un chien / une tortue etc. / as-tu un animal? / J'ai... / et / mais / qui s'appelle... / Je n'ai pas de...
<p>What is the date? / Autumn Two</p>	<p>I can say the months of the year.</p> <p>I can say when my birthday is in French.</p> <p>I can orally complete a birthday survey.</p>	<ul style="list-style-type: none"> This lesson introduces the children to the months of the year in French using pictures. We will focus on cognates to encourage the children. This lesson allows the children to really focus on the pronunciation and spelling of the twelve months of the year. The listening and reading and matching pairs games are fun consolidation activities. This lesson teaches the children how to say the date in French quelle est la date aujourd'hui? (We recommend 	<ul style="list-style-type: none"> All 12 months of the year – janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre All 12 months of the year / quelle est la date aujourd'hui? / c'est le..... All 12 months of the year / quand est ton anniversaire?



		<p>teaching / revising days of the week (separate lessons available) before this lesson).</p> <ul style="list-style-type: none"> This lesson focuses on the key question and answers to quand est ton anniversaire? There is also a survey included for class completion. 	<p>/ mon anniversaire c'est le....</p>
<p>Clothes / Spring One</p>	<p>I can name 10 items of clothing</p> <p>I can say what I wear in different Situations</p>	<ul style="list-style-type: none"> This lesson introduces the first 10 items of clothing with a strong focus on using the correct gender / article for each item. This lesson introduces the remaining 11 items of clothing with a strong focus on using the correct gender / article for each item. This lesson introduces the children to the je porte (I wear) form of the verb porter using clothing items introduced in the previous lessons. This lesson will highlight the regular endings of the verb porter introducing the children to the concept of regular -ER verbs in French without using heavy grammatical terminology! This lesson includes a whole class listening activity that is differentiated by outcome. The teacher is provided with everything needed including actual listening recording, copy of the script and most importantly an answer sheet. This lesson also includes days of the week. 	<ul style="list-style-type: none"> 10 items of clothing including: une robe / un manteau etc. 11 items of clothing including: des gants / des bottes etc. Je porte / items of clothing including: une jupe / un manteau / des gants etc. All forms of the verb porter Je porte / items of clothing including: une jupe / un manteau / des gants etc. / days of the week
<p>The Planets/Spring Two</p>	<p>I can name the planets in French</p> <p>I can complete an oral presentation on a planet/s.</p>	<ul style="list-style-type: none"> This lesson introduces the children to the planets and focuses on pronunciation and their position relative to each other in the solar system. This lesson encourages the children to give more detail when expressing themselves in French by providing an example for each planet. Each planet is described in terms of size, distance and appearance. Children will be asked to complete guided listening and reading activities based on the complex sentences presented. This is a demanding lesson but all answers are provided for the teacher. 	<ul style="list-style-type: none"> All the planets (including pluton / mercure etc.) All the planets (including pluton / mercure etc.) / detailed complex description of each planet including adjectives covering colour, size, distance etc.

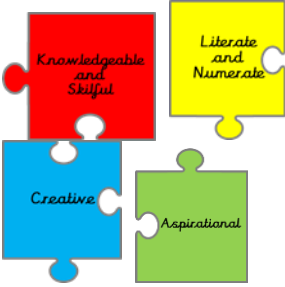
		<ul style="list-style-type: none"> This lesson introduced the children to the planets and focuses on pronunciation and their position relative to each other in the solar system. 	
<p>Habitats / Summer One</p>	<p>I can identify 5 key elements that plants and animals need to survive.</p> <p>I can present orally on an animal, their adaptation and their habitat</p> 	<ul style="list-style-type: none"> In this lesson we look at five key elements plants and animals need to thrive and survive in their habitat. They are: Shelter, food, air, sun and water. In this lesson we look at the five different habitat examples in the world including the Sahara desert and the Amazonian tropical rainforest. In this lesson we look at which plants grow in each of the five different habitats we are studying. They include cactus, tall trees and seaweed. In this lesson we look at which animals live in each of the five different habitats we are studying. They include the spider monkey, camel and shark. In this lesson we revisit all of the key language from the unit and prepare our vocabulary scaffold and prompt sheets to enable the children to make a habitats presentation to the rest of the class in French. 	<ul style="list-style-type: none"> Includes les habitats, la nourriture, l'eau etc. Includes l'Amazonie, le Sahara etc. Includes les cactus, les buissons etc. Includes le singe araignée, le requin etc. Includes les habitats, la nourriture, l'eau, l'Amazonie, le Sahara, le désert, la prairie, les cactus, les buissons, le singe araignée, le requin.
<p>The Weather / Summer Two</p>	<p>I can name 9 weather phrases.</p> <p>I can ask and answer what the weather is like today in French.</p> <p>I can present a weather forecast.</p> 	<ul style="list-style-type: none"> This lesson introduces nine key weather phrases to the children. The PowerPoint includes a true or false activity for whole class involvement. This lesson consolidates the nine key weather phrases. The focus on the spellings is achieved through the use of gap-fill activities and a matching pairs game. This lesson consolidates the key weather phrases with a particular focus on listening skills. This is achieved through the use of a reading and/or listening exercise (with all answers provided) incorporating days of the week and weather descriptions. This lesson consolidates the key weather phrases with a particular focus on map work. Children will learn about some of the main French cities, they will learn compass points in 	<ul style="list-style-type: none"> Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc Variety of weather descriptions and responses

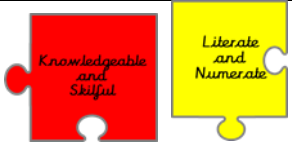


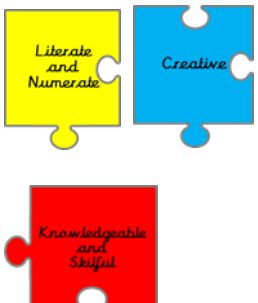
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		<p>French (dans le nord / dans le sud etc.) and incorporate this with the weather vocabulary learnt.</p> <ul style="list-style-type: none"> This lesson incorporates all of the vocabulary learnt throughout this unit culminating with the children creating (and if you so wish, presenting) an authentic weather forecast in French. This has always been a real favourite with the children and can be spread over a longer period of time if necessary incorporating more ICT work if you want to. 	<p>including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc.</p> <ul style="list-style-type: none"> Variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc. / bienvenue / je m'appelle
Year 6			
Verbs and Grammar / Autumn One	<p>I can learn personal pronouns</p> <p>I can understand regular verb endings</p> 	<ul style="list-style-type: none"> An introduction to French personal pronouns. In this lesson we look at verbs in their infinitive form before dissecting them into their component parts - the stem and the endings. A full study of the French regular -ER verb JOUER in it's fully conjugated form. A full study of the French regular -IR verb FINIR in it's fully conjugated form. A full study of the French regular -RE verb VENDRE in it's fully conjugated form. 	<ul style="list-style-type: none"> All of the pronouns are introduced including Je, Tu, Nous, Vous, Elles etc. Regular verbs including Jouer, Finir and Vendre. Regular -ER verbs JOUER and HABITER. Regular -IR verb FINIR. Regular -RE verb VENDRE.
World War 2 / Autumn Two	<p>I can write a letter home on life as an evacuee in French.</p> <p>I can orally present on life as an Evacuee in French.</p> 	<ul style="list-style-type: none"> In this lesson the children will learn how to decode longer listening and written passages of text. Through a variety of activities the children will break text down into nouns, adjectives and verbs enabling them how to 'gist' the meaning when presented with new vocabulary. In this lesson the children will look at some of the countries involved in World War II and the languages spoken in those countries. Using an authentic map they will learn to locate these countries and express not only what the country was called but the language spoken. 	<ul style="list-style-type: none"> 7 countries including l'Angleterre / la France etc. / 7 languages spoken including en Angleterre on parle... j'ai vu (past tense) en ville... plus various options / j'ai vu (past tense) à la campagne... plus various options

	 <p>Creative</p>	<ul style="list-style-type: none"> Using the story of Ralph (an evacuee) the children will hear and read the story of his experiences of the city and then the countryside during World War II. A variety of story ordering and word locating exercises Using the story of Vera (Ralph's sister), the children learn through Vera's eyes what she saw in her time both in the city and the countryside during World War II. There are lots of authentic sounds and images to keep the children focused and captivated. In this lesson the children will learn how to decode longer listening and written passages of text. Through a variety of activities the children will break text down into nouns, adjectives and verbs enabling them how to 'gist' the meaning when presented with new vocabulary. 	<ul style="list-style-type: none">
<p>The weekend / Spring One</p>	<p>I can say quarter past and to the hour in French.</p> <p>Present orally on what they do at the weekend using connectives and time</p>  <p>Knowledgeable and Skilful Creative</p>	<ul style="list-style-type: none"> This lesson revises time expressed by the hour and introduces the concept of quarter to the hour, quarter past the hour and half past the hour. This lesson introduces the children to more sophisticated language as they will be exposed to phrases that allow them to talk about their weekend in depth. It is very pictorial in presentation. There is also an activity to consolidate time. This lesson is full of reading and listening activities concentrating on and consolidating the work done so far on weekend activities. This lesson allows the children to put their knowledge to full use. Children are introduced to a variety of connectives which easily allow them to link activities and times to their knowledge of weekend activities enabling longer pieces of spoken and written French. This is a great way to encourage extended yet guided speaking and writing skills. This lesson contains an opportunity for the children to create their own presentations based on what they have learnt in the previous weeks. It uses the language and techniques presented in the earlier weeks of this unit. 	<ul style="list-style-type: none"> Time in detail including et quart / moins le quart etc. / il est... 10 weekend activities including je joue au foot / je vais à la piscine etc. 10 weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc.

<p>Me in the World / Spring Two</p>	<p>I can say where I live, city or country in French</p> <p>I can find out what festivals are celebrated</p> <p>I can say what I do to protect the planet in French.</p> 	<ul style="list-style-type: none"> • Introduction to our 4 friends / characters, where they live and which languages they speak. We examine the flag and currency for each country and learn the difference in how to express 'I live in a city' and 'I live in a country' in French. We also show pupils a full list of Francophone countries. • We look at festivals including: Mardi Gras, 14th July (Bastille Day), Canada Day and Eid. • We look at the similarities and differences in the celebrations of two of our characters when they celebrate Eid and Christmas in their respective countries. We also introduce information about Diwali and Passover. • We look at the similarities and differences in two capital cities in Francophone countries: Port-au-Prince (Haiti) and Paris (France). We look at population numbers and a number of tourist attractions in each city. • All four characters discuss what they will each do to try to help protect and preserve our planet. 	<ul style="list-style-type: none"> • Includes: Je m'appelle..., J'habite à..., J'habite en..., Je parle... • Includes: Ma fête préférée est..., il y a des défilés de chars, il y a des feux d'artifice, il y a des plats spéciaux, il y a des défilés militaires. • Includes: l'Aïd, Noël, rupture du jeûne, grande fête, en famille, des cadeaux. • Includes: il y a, habitants, climat, des montagnes, des plages. • Includes: Qu'est-ce que tu vas faire pour protéger notre planète?, Je vais utiliser moins de...
<p>Healthy lifestyles / Summer One</p>	<p>I can say the names of 10 healthy foods and drinks in French.</p> <p>I can say the names of 10 unhealthy foods and drinks in French.</p> <p>I can complete a healthy lifestyle diary in French.</p> <p>I can complete an oral presentation on healthy lifestyles in French.</p>	<ul style="list-style-type: none"> • This is a detailed lesson where the children will be introduced to 10 examples of healthy foods and drinks. Children will be expected to pick a selection to enable them to express what foods make up a healthy diet. • This is a detailed lesson where this time the children will be introduced to 10 examples of unhealthy foods and drinks. Children will be expected to pick a selection to enable them to express what foods make up an unhealthy diet. • Consolidation of the 20 food and drink items introduced in past two lessons plus a brief introduction to the concept of 'some' in French. This encourages the children to articulate in French foods that eat and don't eat and drinks that they drink and don't drink to maintain a healthy diet. • The children will be introduced to activities they will recognise and hear to articulate which ones they do and don't do to lead healthy lifestyles. 	<ul style="list-style-type: none"> • 10 healthy food and drink choices (including du poisson / des fruits) etc. • 10 unhealthy food and drink choices (including des frites / du chocolate) • 10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolate) / introduction to the concept of 'some' in French (du / de l' / de la / des) / use of the verbs manger and boire in

	  	<ul style="list-style-type: none"> This lesson leads the children through the ingredients required and instructions necessary for a healthy recipe. This is always a very popular lesson as many teachers decide to actually encourage the children to create their own healthy recipes in French and to then cook them in school. Also included in this lesson is a healthy lifestyle diary for the children to complete and the option of a differentiated worksheet also. 	<p>both positive and negative form using the form je only.</p> <ul style="list-style-type: none"> 8 options for active and non-active physical activities je joue au foot / je ne regarde pas la television Example of a healthy recipe and various cooking instructions including coupez / ajoutez etc.
<p>At school / Summer Two</p>	<p>I can learn the names of 10 different subjects in French.</p> <p>I can say what I like and don't like in school.</p> <p>I can learn to tell the time in French.</p> <p>I can complete a school survey and present orally on school subjects and opinions</p> 	<ul style="list-style-type: none"> This lesson introduces 10 typical school subjects to the children with a focus on the use of the correct gender. This lesson teaches the children how to express an opinion about the various school subjects allowing them to then participate in a class survey about which subjects they like and don't like at school. This teaches the children how to correctly express various opinions in conjunction with school subjects. This lesson teaches the children how to tell the time (by the hour) and the vocabulary for midday and midnight in French. By the end of the lesson the children will be able to tell you at what time they study various subjects. This lesson introduces the common irregular verb aller. It is introduced fully (in all forms) and will be useful to the children well beyond the end of this unit. The lesson ends with a listening activity incorporating days of the week, school subjects, opinions and time. This lesson contains an opportunity for AFL but is based on all of the language and techniques presented in the earlier weeks of this unit. 	<ul style="list-style-type: none"> 10 school subjects in French including les maths / l'anglais etc. 10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... Il est... (plus the time by the hour) 10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour (il est...) / days of the week

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