



Modern Foreign Languages

Key Principles:






Intent

At Kingsthorne Primary school, we believe that high-quality French lessons will inspire children to explore a different culture and a way of life. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. We aim to deliver high-quality languages education that foster children's curiosity and deepen their understanding of the world. Through the teaching of languages, we want our pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries. Our Modern Foreign Language curriculum focuses on a progression of skills speaking, listening, writing, reading and grammar to ensure that children become competent in understanding the French language. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed.

Implementation

At Kingsthorne, computing is taught in discreet French lessons. The Modern Foreign Languages curriculum is delivered using support from Rigolo scheme of work, which has been organised to link with other subjects and provide the children with an immersive experience. We have decided to use Rigolo as the scheme has been closely referenced against the 2014 National Curriculum attainment targets in order to ensure progression and coverage, it is easily accessible to both pupils and staff, and it also provides extensive support for our teachers to deliver effective and meaningful computing lessons. Having discreet lessons means that the children are able to develop depth in their knowledge and skills over each French unit of work. During French lessons, the children will have the opportunity to use iPads as well as the interactive software available from the Rigolo online resources. Discreet French lessons (one per week) will focus on the curriculum skills of speaking, listening, writing, reading and grammar. These skills are regularly revisited and embedded through following the Rigolo scheme of work throughout the whole of KS2. KS1 children will be introduced to Modern Foreign Languages through exploring other languages informally when appropriate.

Year Group	What we teach and why Highlight repeats / skills building up			Additional notes/experiences e.g. house competition, trips, intervention work, displays
	Autumn	Spring	Summer	
Year 3 Threads				
<p>Key Threads</p> <p>Oracy</p> <p>3.1 Listen and respond to simple rhymes and stories • identify rhyming words • join in with storytelling.</p> <p>O 3.2 Recognise and respond to sound patterns and words • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently.</p> <p>O 3.3 Perform simple communicative tasks using single words, phrases and short sentences • recall, retain and use vocabulary • ask and answer questions.</p> <p>O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding.</p> <p>Literacy</p> <p>L 3.1 Recognise some familiar words in written form • understand words displayed in the classroom • identify and read simple words • read and understand simple messages.</p> <p>L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem.</p> <p>L 3.3 Experiment with the writing of simple words • write simple, familiar words using a model • write some single words from memory.</p> <p>Intercultural understanding</p> <p>IU 3.1 Learn about the different languages spoken by children in the school • increase awareness of linguistic and cultural diversity.</p> <p>IU 3.2 Identify social conventions at home and in other cultures • know some facts about one country, e.g. climate, main towns, famous landmarks, produce.</p>				
Year 3	<p>Topic Title Bonjour!</p> <p>Links to NC listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Topic Title Mon Corps</p> <p>Links to NC As previous, and:</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p>	<p>Topic Title Ma Famille</p> <p>Links to NC As previous and:</p> <p>describe people, places, things and actions orally and in writing</p> <p>Key Knowledge &</p>	<p>Cross Curricular Links <u>Cooking – DT</u></p> <p>Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and</p>

	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><u>Key Knowledge & Vocabulary</u> Bonjour, salut, au revoir, Comment t'appelle-tu? Je m'appelle..., Ca va? Oui, ca va bien, comme ci comme ca, Non, ca ne va pas Instruments-un tambour, un guitar, un piano, une trompette, une flute a bec, Une fille, un garçon, un dragon Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p><u>Sequence of Lessons</u> LO I am learning to greet and say goodbye to someone  LO I am learning to ask someone's name and say my own LO I am learning to ask how someone is and respond to the same question LO I am learning some basic nouns  LO I am learning to count numbers 1-10</p> <p><u>Topic Title</u> En classe</p> <p><u>Links to NC</u> listen attentively to spoken language and show understanding by joining in and responding</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><u>Key Knowledge & Vocabulary</u> Les yeux, le nez, la bouche, les oreilles, les cheveux, la jambe, la bras, la tete J'ai les cheveux /les yeux Vert, rouge, marron, jaune, bleu, long, court lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Je suis...grand(e), petit(e), timide, bavard(e), drole, sympa</p> <p><u>Sequence of Lessons</u> LO I am learning to identify parts of the body LO I am learning to describe eyes and hair appearance LO I am learning to recognise days of the week  LO I am learning to give basic character descriptions</p> <p><u>Topic Title</u> Les Animaux</p> <p><u>Links to NC</u> As previous, and:</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p><u>Vocabulary</u> Ma mere, mon pere, mon frere, ma soeur, mes parents Letters of the alphabet a-z plus some accented letters Household objects- le CD, le lecteur, l'ordinateur, le jeu video, le dvd, la machine, la table, la chaise Le CD est dans le lecteur de CD Le jeu video est sur la table Dans (in) sur (on)</p> <p><u>Sequence of Lessons</u> LO I am learning to identify my family members. LO I am learning to recognise and spell with letters of the alphabet  LO I am learning to list household items  LO I am learning to use basic prepositions sur and dans to describe position</p> <p><u>Topic Title</u> Bon Anniversaire!</p> <p><u>Links to NC</u> As previous and:</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><u>Key Knowledge & Vocabulary</u></p>	<p>RRSA – Articles 6, 24, 33, 36 and more.</p> <p>Science- link to animals and identifying their main features.</p> <p>Trip to the farm -opportunities to explore caring for others and understand where food comes from.</p> <p>Maths- counting from 1-31</p> <p>Geography- European countries and locating France on a map.</p>
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	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Un trousse, un stylo, une regle, un crayon, un cahier, un sac, une gomme, un livre, un sac Rouge, rose, bleu, jaune, marron, orange (revision of classroom objects from lesson 1) J'ai....ans Ecoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez</p> <p><u>Sequence of Lessons</u></p> <p>LO I am learning to identify classroom objects IU</p> <p>LO I am learning to identify colours and describe an objects colours.</p> <p>LO I am learning to say my age.</p> <p>LO I am learning to recognise and repeat classroom instructions. IU</p>	<p><u>Key Knowledge & Vocabulary</u></p> <p>J'ai + animal Je n'ai pas d'animal Un chien, un chat, une tortue, un lapin, un oiseau, une souris, un dragon Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Il/Elle s'appelle Il/Elle est, ... grand(e) petit(e), drôle, sérieux, timide</p> <p><u>Sequence of Lessons</u></p> <p>LO I am learning to identify animals and pets IU</p> <p>LO I am learning to recognise and use numbers 11-20</p> <p>LO I am learning to give someone's name</p> <p>LO I am learning to describe someone IU</p>	<p>Qu'est-ce que tu veux? Je voudrais...</p> <p>Snacks:une pomme, une banana, un jus d'orange, un sandwich, une pizza, un gateaux C'est délicieux, c'est bon, ce n'est pas bon, c'est mauvais Numbers 21-31 Months: Janvier, Fevrier, Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Decembre C'est quand, ton anniversaire?(when is your birthday) Dates: C'est le....mars</p> <p><u>Sequence of Lessons</u></p> <p>LO I am learning to recognise and ask for snacks</p> <p>LO I am learning to give basic opinions about food</p> <p>LO I am learning to use numbers 21-31</p> <p>LO I am learning to recognise and use the names of months IU</p> <p>LO I am learning to form dates</p>	
Year 4 Threads				
Key Threads				
<p>Oracy</p> <p>O 4.1 Memorise a short spoken text • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic.</p>				

- O 4.2 Listen for specific words and phrases • listen with care • use physical response to show recognition and understanding of specific words and phrases.
 O 4.3 Listen for sounds, rhyme and rhythm • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds.
 O 4.4 Ask and answer questions on several topics • practise asking and answering questions with a partner • devise and perform simple role-plays.

Literacy

- L 4.1 Read and understand a range of familiar written phrases • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.
 L 4.2 Follow a short familiar text, listening and reading at the same time • make links between spoken and written words • identify common spelling patterns in letter strings.
 L 4.3 Read some familiar words and phrases aloud and pronounce them accurately • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation.
 L 4.4. Write simple words and phrases using a model and some words from memory

Intercultural understanding

- IU 4.1 Know about some aspects of everyday life and compare them to their own • compare pastimes of children of different cultures and countries
 IU 4.2 Compare traditional stories • compare characteristics of simple stories between cultures • look at the writing system of the language.

<p>Year 4</p>	<p><u>Topic Title</u> Encore!</p> <p><u>Links to NC</u> describe people, places, things and actions orally* and in writing</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><u>Key Knowledge & Vocabulary</u> Il/ elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleu, etc (blue eyes etc), un chien (a dog), un frère/une sœur (brother/sister); il/elle a sept ans (he/she is seven years old)</p> <p><u>Sequence of Lessons</u> LO I am learning to revise ways of describing people</p>	<p><u>Topic Title</u> Les Fêtes</p> <p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u> Le Nouvel An (New Year), La Fête des Rois (Feast of kings/ Epiphany), La Saint-Valentin (St Valentine day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) Presents: un vélo (bike), un jeu (game), un livre (a book), un ballon (ball), un Père Noël en chocolat (chocolate Father Christmas), un œuf de Pâques (Easter egg) Numbers 1-30 Instructions: touchez le nez/pieds! (touch your nose/feet!) comptez! (count), sautez!(jump!), levez les bras! (raise your arms), tournez! Turn around!), hochez la tête (nod your head)</p> <p><u>Sequence of Lessons</u> LO I am learning to talk about festivals and dates IU</p> <p>LO I am learning to talk about presents and dates IU</p>	<p><u>Topic Title</u> On Mange!</p> <p><u>Links to NC</u> listen attentively to spoken language and show understanding by joining in and responding</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally* and in writing</p> <p><u>Key Knowledge & Vocabulary</u> Food Items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes)</p>	<p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p>Science- link to animals and the classification of living things.</p> <p>Maths- counting from 31-60.</p> <p>Geography- weather and human and physical features in France.</p> <p>Twycross Zoo – appreciation of the world</p>
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	<p>LO I am learning to describe someone's nationality IU</p> <p>LO I am learning to describe people using various adjectives</p> <p>Topic Title Quelle heure est-il?</p> <p>Links to NC listen attentively to spoken language and show understanding by joining in and responding</p> <p>describe people, places, things and actions orally* and in writing</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Key Knowledge & Vocabulary Je regarde (I am watching).. La télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis) Telling the time: il est...heure(s) Activities at certain times: Je regarde la télé à cinq heures etc</p> <p>Sequence of Lessons LO I am learning to talk about activities using present tense verbs IU</p> <p>LO I am learning to write short phrases describing activities</p> <p>LO I am learning to tell the time</p> <p>LO I am learning to talk about what time you do activities IU</p>	<p>LO I am learning to count from 31 – 60</p> <p>LO I am learning to give and understand instructions</p> <p>Topic Title Où vas-tu?</p> <p>Links to NC listen attentively to spoken language and show understanding by joining in and responding</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>describe people, places, things and actions orally* and in writing</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Key Knowledge & Vocabulary Saying where you are going: Je vais à(I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble Directions: tournez à droite (turn right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) Weather: Quel temps fait-il? (What's the weather like?), il fait froid (it's cold), il fait chaud (It's hot), Il pleut (It's raining), il neige. It's snowing) Weather in a particular town: À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/ il fait froid/il fait chaud/il pleut/ilneige (In Paris etc...)</p> <p>Sequence of Lessons LO I am learning to talk about going to French cities IU</p> <p>LO I am learning to give and understand basic directions</p> <p>LO I am learning to talk about the weather IU</p>	<p>Qu'est-ce tu veux? (what do you want?) Je voudrais du pain (I'd like some bread) Using money: C'est combien? (How much is it?) C'est (cinq) euros (It's five euros) Party activities: on boit (we are drinking), on mange (we are eating), on danse (we are dancing), on s'amuse (we are having fun) Qu'est-ce qu'on fait pour la fête? (what are we doing for the party?) On danse (we are dancing) Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</p> <p>Sequence of Lessons LO I am Learning to talk about food for shopping</p> <p>LO I am learning how to ask how much something costs IU</p> <p>LO I am learning to talk about activities at a party IU</p> <p>LO I am learning to give opinions about food and drink IU</p> <p>Topic Title Le Cirque</p> <p>Links to NC listen attentively to spoken language and show understanding by joining in and responding</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>describe people, places, things and actions orally* and in writing</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into</p>	<p>around them. Understanding of an environment and ecosystem different to their own. (Rainforest focus) Respecting nature.</p>
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		<p>LO I am learning to talk about the weather and places in France</p> <p>IU</p>	<p>familiar written material, including through using a dictionary</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), la Maroc (Morocco), le Senegal (Senegal)</p> <p>C'est le Maroc (It's Morocco)</p> <p>Talking about languages: Je parle anglais/francais (I speak english/ french), Je ne parle pas anglais/ francais (I don't speak english/ french)</p> <p>Clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt), un t shirt (t shirt), un chapeau (hat), une jupe (skirt)</p> <p>Describing colour of clothes: colours met so far, plus blanc(he) (white) and noir(e) (black)</p> <p>Noun + adjective: une chemise blanche, un pantalon noir, etc</p> <p><u>Sequence of Lessons</u></p> <p>LO I am learning to discuss francophone countries</p> <p>IU</p> <p>LO I am learning to discuss the languages we speak</p> <p>IU</p> <p>LO I am learning to identify different items of clothing</p> <p>LO I am learning to describe items of clothing</p> <p>IU</p>	
<p><u>How does this link build on previous learning?</u></p> <p>Build on describing features of a person using more detailed adjectives and nouns (Year 3).</p> <p>Build on giving opinions using more complex reasoning (Year 3).</p> <p>Build on counting from 21-31 (Year 3).</p>				
<p>Year 5 Threads</p>				
<p>Key Threads</p>				
<p>Oracy</p> <p>O 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning.</p>				

- O 5.2 Understand and express simple opinions • agree and disagree with statements • understand and express like and dislikes.
- O 5.3 Listen attentively and understand more complex phrases and sentences • understand the main points from speech which includes unfamiliar language.
- O 5.4 Prepare a short presentation on a familiar topic • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions.

Literacy

- L 5.1 Re-read frequently a variety of short texts • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.
- L 5.2 Make simple sentences and short texts • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards.
- L 5.3 Write words, phrases and short sentences, using a reference • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words

Intercultural understanding

- IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences.
- IU 5.2 Recognise similarities and differences between places • identify geographical features of contrasting locality • learn about buildings and places in different countries.
- IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country • learn about symbols representing their own country • learn about symbols and products from another.

Year 5	<p><u>Topic Title</u> Salut, Gustave!</p> <p><u>Links to NC</u> Listen attentively to spoken language and show understanding by joining in and responding Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language</p>	<p><u>Topic Title</u> La nourriture</p> <p><u>Links to NC</u> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures <u>Key Knowledge & Vocabulary</u> Je voudrais, un sandwich à la tomate, une vglace au, le fromage, une baguette, Mangez, Coupez,</p>	<p><u>Topic Title</u> En vacances</p> <p><u>Links to NC</u> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>Maths-</u> telling the time.</p> <p><u>Literacy-</u> focusing on adjectives, nouns and third person.</p> <p><u>Geography-</u> weather and human and physical features in England (holiday).</p>
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<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing</p> <p><u>Key Knowledge & Vocabulary</u> Bonjour/Sault! Comment t'appelles-tu? Je m'appelle. Ça va? Oui, ça, va bein/Non, ça ne va pas/Comme ci comme ça. Tu es françaisas/britannique? Oui/Non je suis. Tu es des frères ou de sŒurs. Timide, sympa, grande, petite.</p> <p><u>Sequence of Lessons</u> LO: I am learning to greet and give personal information.</p> <p>LO: I am learning to ask and talk about sisters and brothers.</p> <p>LO: I am learning to say what people have and do not have using third person <i>avoir</i>.</p> <p>LO: I am learning to say what people are like using third person <i>être</i> including negatives.</p> <p><u>Topic Title</u> <u>À l'école</u></p> <p><u>Key Knowledge & Vocabulary</u> C'est l'anglais, le français le sport, l'histoire-géo, les sciences, J'aime/Je n'aime pas + subjects, I</p>	<p>Prenez, Mettez, J'aime/Je n'aime pas, C'est bon pour la santé.</p> <p><u>Sequence of Lessons</u> LO: I am learning to ask politely for food items.</p> <p>LO: I am learning to describe how to make a sandwich.</p> <p>LO: I am learning to express opinions about food.</p> <p>LO: I am learning to talk about healthy and unhealthy food.</p> <p><u>Topic Title</u> En ville</p> <p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u> Qu'est-ce que, le centre sportif, le jardin public, marchè, Allez tout droit, au château centre sportif/jardin public/marchè/ supermarchè, Je vais au, Il est heures.</p> <p><u>Sequence of Lessons</u> LO: I am learning to name places in a town.</p> <p>LO: I am learning to ask the way and give directions.</p> <p>LO: I am learning to say where you are going.</p>	<p>Present ideas and information orally to a range of audiences</p> <p><u>Key Knowledge & Vocabulary</u> Où vas à la campagne, montagne, J'aime ça, Je n'aime pas ça, Je vais faire du ski, Je vais nager, Je vais faire du ski.</p> <p><u>Sequence of Lessons</u> LO: I am learning to ask and say where you're going on holiday.</p> <p>LO: I am learning to express opinions about holidays.</p> <p>LO: I am learning to talk about what you're going to do on your holiday.</p> <p>LO: I am learning to talk about holiday plans.</p> <p><u>Topic Title</u> Chez moi</p> <p><u>Key Knowledge & Vocabulary</u> Chez moi, il y a une salle de bains, une cuisine, une salle, C'est grande et rouge, Elle mange, joue avec l'ordinateur/joue au tennis, dans le salon.</p> <p><u>Sequence of Lessons</u> LO: I am learning to name rooms in the house.</p>	
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<p>lest trois heures moins le quart, le déjeuner, et finit à,</p> <p>Sequence of Lessons</p> <p>LO: I am learning to name school subjects.</p> <p>LU</p> <p>LO: I am learning to talk about likes and dislikes at school.</p> <p>LU</p> <p>LO: I am learning to ask and say the time.</p> <p>LO: I am learning to talk about timings of the school day.</p> <p>LU</p>	<p>LO: I am learning to give the time and say where you are going.</p> <p>LU</p>	<p>LO: I am learning to describe rooms in the house.</p> <p>LO: I am learning to say what people do at home.</p> <p>LU</p> <p>LO: I am learning to say what people do and where.</p> <p>LU</p>	
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How does this link build on previous learning?

Build on knowledge of weather while talking about holidays (Year 4).
 Build on giving opinions using more complex reasoning (Year 3 and 4).
 Build on knowledge of time and using it to explain daily routines (Year 4).

Year 6 Threads

Key Threads

Oracy

O 6.1 Understand the main points and simple opinions in a spoken story, song or passage • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage.

O 6.2 Perform to an audience • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly.

O 6.3 Understand longer and more complex phrases or sentences • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.

O 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice.

Literacy

L 6.1 Read and understand the main points and some detail from a short written passage • read and respond to eg an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are.

- L 6.2 Identify different text types and read short, authentic texts for enjoyment or information • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article.
- L 6.3 Match sound to sentences and paragraphs • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.
- L 6.4 Write sentences on a range of topics using a model • apply most words correctly • construct a short text.

Intercultural understanding

IU 6.1 Compare attitudes towards aspects of everyday life • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures.

IU 6.2 Recognise and understand some of the differences between people • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes.

Year 6	<p>Topic Title Le week-end</p> <p>Links to NC Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Read carefully and show understanding of words, phrases and simple writing 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</p> <p>Key Knowledge & Vocabulary Qu'est-ce que tu fais, Le lundi, Je ne fais pas, joues, je mange, je fais, Je n'écoute pas, Est-ce que tu aimes faire</p> <p>Sequence of Lessons</p>	<p>Topic Title Ma journée</p> <p>Links to NC Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language</p> <p>Key Knowledge & Vocabulary Je me lève, Je prends mon petit déjeuner, Je quitte l'école, Je prends mon déjeuner, une heure, deux heures, dix.</p> <p>Sequence of Lessons</p>	<p>Topic Title Le sport</p> <p>Links to NC 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 Read carefully and show understanding of words, phrases and simple writing 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 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing</p> <p>Key Knowledge & Vocabulary Tu aimes quels sports? J'aime, Je n'aime pas, J'deteste, facile, passionnant, Lyon gagne, Le Samedi on va au match de foot, cher, difficile.</p> <p>Sequence of Lessons</p>	<p>Cross Curricular Links</p> <p>Cooking – DT Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p>Sports Competitions against local schools, through Sports Games and Aston Villa links – football, Tag Rugby, Basketball, Gymnastics, tennis, Hockey, Cricket, Rounders, Athletics.</p> <p>Maths- telling the time.</p> <p>Literacy- focusing on adjectives, nouns and third person.</p>
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<p>LO: I am learning to ask and talk about regular activities. IU</p> <p>LO: I am learning to say what you don't do.</p> <p>LO: I am learning to ask and say what other people do. IU</p> <p>LO: I am learning to talk about what like/dislike doing. IU</p> <p>Topic Title Les vêtements</p> <p>Links to NC</p> <p>Key Knowledge & Vocabulary Qu'est-ce que tu veux, C'est comment? Une jupe, des chaussures, des lunettes, C'est combine, des lunettes, euros.</p> <p>Sequence of Lessons LO: I am learning to ask and say what clothes I like. IU</p> <p>LO: I am learning to give opinions about clothes. IU</p> <p>LO: I am learning to say what clothes I wear. IU</p> <p>LO: I am learning to ask and talk about prices. IU</p>	<p>LO: I am learning to ask about daily routine. IU</p> <p>LO: I am learning to talk about times of daily routine IU</p> <p>LO: I am learning to ask and talk about breakfast. IU</p> <p>LO: I am learning to talk about details of a typical day. IU</p> <p>Topic Title Les transport</p> <p>Links to NC Où vas- tu? En avion, en bateau, Je vais, au centre sportif, en bus, en train, on va prendre</p> <p>Key Knowledge & Vocabulary Où vas- tu? En avion, en bateau, Je vais, au centre sportif, en bus, en train, on va prendre</p> <p>Sequence of Lessons LO: I am learning to talk about forms transport. IU</p> <p>LO: I am learning to ask and talk about where I am going and how I get there. IU</p> <p>LO: I am learning to talk about plans for a trip.</p> <p>LO: I am learning to buy tickets for a trip. IU</p>	<p>LO: I am learning to talk about which sports you like. IU</p> <p>LO: I am learning to say what you think of different sports. IU</p> <p>LO: I am learning to give reasons for preferences.</p> <p>LO: I am learning to talk about a sporting event. IU</p> <p>Topic Title On va faire la fête!</p> <p>Key Knowledge & Vocabulary Revision of previous words in the year group.</p> <p>Sequence of Lessons LO: I am learning to revise forms of transport, places and plans for future. IU</p> <p>LO: I am learning to revise people and clothes. IU</p> <p>LO: I am learning to revise opinions of food. IU</p> <p>LO: I am learning to order food in a café. IU</p>	
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How does this link build on previous learning?

Build on knowledge of time and using it to explain daily routines (Year 4).

Build on knowledge of weather while talking about holidays and trips (Year 4 and 5).

Build on giving opinions using more complex reasoning (Year 3 , 4 and 5).

Build on knowledge of clothes and food (Year 3 and 5).