

Languages (French)

At Norton Community Primary School

At Norton CP School, the intention is that our Languages curriculum encourages children to enjoy learning an additional language (French) and become enthusiastic and confident early linguists. We strive for our pupils to develop a love for learning a new language, but also towards embracing and celebrating a wide variety of different cultures, traditions and developing an understanding and interest in the wider world.

Research shows that the younger children are, the easier it is to learn a new language and indeed in their early years, rather than learning the language, they acquire it with some studies suggesting that children ‘peak’ in their ability to learn the language between the ages of 6 and 7. During Foundation Stage, children are made aware of different languages and cultures and engage in activities such as answering the register in a different language, exploring different languages that are spoken within the class, celebrating festivals throughout the year and comparing and contrasting localities and cultures. Throughout Key Stage One, children at Norton CP School are exposed to core French vocabulary through predominantly games-based sessions where they are encouraged to listen to, speak and read vocabulary based on specific topics. These sessions are short but frequent, allowing children to build their vocabulary by playing different games; this also promotes key skills such as turn taking, team building, following and delivering instructions and celebrating their own and the success of others, linking to our school’s ‘Values’ reward scheme. Teachers access banks of vocabulary games which they can choose and, if tenable, link to topic-based work the children are completing in other subject areas. Teachers are encouraged to revisit vocabulary to allow children to consolidate and build upon their learning.

When children reach Key Stage Two, teachers continue to build on the positive, engaging ethos founded in Key Stage One. Rather than using the games bank, lessons are based on the ‘Rising Stars French’ Scheme of Work, and are adapted by teachers as necessary to meet the needs of their children academically, to appeal to their particular interests and to engage them in quality language learning. Lessons continue to be as interactive, games based and as practical as possible with children beginning to learn technicalities of the French language. Children are encouraged to understand to spoken and written French and to respond accordingly. Links are made between work completed in other subject areas, most noticeably Literacy; children compare and notice differences between grammatical rules and the construction of phrases and sentences when speaking, reading and writing in a second language. Children are given the opportunity to write at varying lengths in French, presenting their work to a high standard which is presented in class ‘Big Books’ from KS2 where work is shared, celebrated and children can access their previous learning. Children are exposed to a range of texts in French in order to gain an appreciation of writing in a language other than their own.

Wherever appropriate links can be made, all children at Norton CP School are made aware of France and other countries where French is spoken, the lifestyles of those citizens, their traditions and celebrations through learning in Languages lessons, other subjects as well as following and discussing appropriate events in the news.

All children at Norton CP School participate in a ‘Languages Day’ where languages, traditions and cultures are celebrated from across the world. Teachers explore their pupils’ specific interests and tailor activities to engage, enthuse and provide a platform to share and celebrate work completed in different languages. Throughout the academic year, children are exposed to, learn and perform music from other cultures and in other languages during music lessons and assemblies.

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Year One

Y1 Greetings

Content

Children in year 1 will begin to learn a range of greetings in different languages to use during registration. The children will also locate France on a map and understand that French is the most common language spoken in this country. Through songs and rhymes, children in KS1 will begin to learn greetings in French and other languages e.g. Spanish or German.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

Bonjour (hello in French), hola (hello in Spanish), Guten tag (hello in German), Witaj (hello in Polish) and buna ziua (hello in Romanian).

Key essential skills/knowledge

- Locate France on a map
- French is the most common language spoken in France
- Use a range of greetings in different languages e.g. French, Spanish, German, Polish or Romanian

Y1 Numbers

Content

During the spring term, year 1 children will be introduced to numbers 1 – 10 in French. This can be through songs and rhymes to allow children to have a basic understanding of numbers and pronunciation.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

Un (one), deux (two), trois (three), quatre (four), cinq (five), six (six), sept (seven), huit (eight), neuf (nine) and dix (ten).

Key essential skills/knowledge

- Count from 1 – 10 in French

Y1 Colours

Content

During the summer term, year 1 children will be introduced to colours in French. Similarly to the last topic, colours can be learnt through songs and rhymes or games to give children a basic understanding of colours in French.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

Rouge (red), jaune (yellow), bleu (blue), vert (green) and orange (orange)

Key essential skills/knowledge

- Name 5 colours in French

Year Two

Y2 Animals

Content

At the beginning of year 2, children will be introduced to the names of animals in French. This can be through song, rhymes or games.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

chien (dog), chat (cat), lapin (rabbit), poisson (fish) and souris (mouse)

Key essential skills/knowledge

- Name 5 animals in French and name their favourite

Y2 Days of the week and months of the year

Content

During the spring term, children in year 2 will begin to learn the days of the week and months of the year in French. Children may learn these through songs, rhymes and games.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

lundi (Monday), mardi (Tuesday), mercredi (Wednesday), jeudi (Thursday), vendredi (Friday), Samedi (Saturday) and dimanche (Sunday).

janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), décembre (December)

Key essential skills/knowledge

- Name the days of the week and months of the year in French

Y1 Simple phrases

Content

During the summer term in year 2, children will begin to learn some simple phrases in French. Children may take part in role play to practise phrases such as Je m' appelle... (My name is...). This topic will flow into the first topic of year 3.

National curriculum link

- Identify a range of different languages spoken in different countries around the world.
- Listen and begin to identify particular sounds in songs and rhymes

Vocabulary

je m'appelle... (my name is...), merci beaucoup (thank you very much), je t'en prie (you're welcome), bonsoir (good evening), au revoir (good bye).

Key essential skills/knowledge

- Use simple phrases in French.

Year Three

Y3 – Moi (Me)

Content

Children will learn some simple French phrases and greetings, to raise awareness of where French is spoken, and to draw attention to some cultural differences.

National curriculum link

- Listen to and show understanding of single words through a actions
- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Identify and use strategies for memorising new vocabulary

Vocabulary

Bonjour (Hello), Salut (Hi/Bye), Ç ava? (How are you?), Au revoir (Goodbye), Monsieur/Madame (Mr/Mrs), oui (yes), non (no), Je m' appelle... (My name is...).

Key essential skills/knowledge

- Use greetings in French
- Understand and answer simple questions in French
- Name some family members in French
- Count from 1 to 10 in French

Y3 – Jeux et chansons (Games and songs)

Content

The purpose of this unit is for the children to learn to count to 20 and start talking about their favourite games.

National curriculum link

- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Listen to and show understanding of single words through a physical response

Vocabulary

Numbers to 20 in French, Combien de...? (How many...?), Je préfère... (I prefer), J'ai... (I have), le football (football), le saut à la corde (skipping), Cache-cache (hide and seek), le chat (tcat), le chein (the dog), la souris (the mouse).

Key essential skills/knowledge

- Count from 1 to 20 in French,
- Understand and answer the question Combien de...?,
- Talk about preferences using Je préfère...

Y3 – On fait la fête (Celebrations)

Content

The purpose of this unit is for the children to learn to talk about their achievements in games and activities. They also learn the names of the months, as well as a birthday greeting.

National curriculum link

- Read and show understanding of familiar simple words
- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs

Vocabulary

Je joue bien au football (I'm good at playing football), Je nage (I swim/I'm swimming), Je danse (I dance/I'm dancing), Je chante (I sing/I'm singing), Je lis (I read/I'm reading), Bravo! (Well done!), Joyeux anniversaire! (Happy birthday), Les mois (The months).

Key essential skills/knowledge

- Name the months of the year in French and put them into the correct order
- Join sentences using et
- Talk and write about hobbies in French

Y3 – Portraits (Portraits)

Content

The purpose of this unit is to teach main parts of the body and describe colours. Children will also learn that nouns in French are split into two groups - masculine and feminine.

National curriculum link

- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs
- Identify parts of speech including a noun, adjective, pronoun and conjunction
- Recognise plurals
- Begin to work out strategies to get help

Vocabulary

Rouge (red), rose (pink), jaune (yellow), bleu(e) (blue), vert(e) (green), noir(e) (black), blanc(he) (white), Violet(te) (purple), marron (brown), orange (orange), un nez (a nose), une bouche (a mouth), des yeux (the eyes), un bras (an arm), une jambe (a leg).

Key essential skills/knowledge

- Understand, name and write colours in French
- Learn the names of parts of my body in French
- Know that nouns in French are split into two groups – masculine and feminine

Y3 – Les Quatre Amis (The Four Friends)

Content

In this unit, children learn to talk about animals and describe their colour and movement, while listening and responding to a story.

National curriculum link

- Listen to and show understanding of single words through actions
- Listen and identify rhyming words and particular sounds in songs and rhymes
- Read and show understanding of familiar simple words
- Identify and use strategies for memorising new vocabulary

Vocabulary

Le cheval (the horse), le mouton (the sheep), le lapin (the rabbit), la souris (the mouse), vite (quickly), lentement (slowly), gris(e) (grey), la pomme (the apple).

Key essential skills/knowledge

- Understand the names of some animals in French
- Identify animals from words read and heard in French
- Listen to and join in with a story in French

Y3 – Ça pousse! (Growing things)

Content

The purpose of this unit is to teach children the names of some vegetables and how to say what they like and don't

National curriculum link

- Identify and use strategies for memorising new vocabulary
- Begin to recognise first, second and third person, singular pronouns and forms of high frequency verbs
- Identify parts of speech including a noun, adjective, pronoun and conjunction
- Recognise plurals
- Begin to work out strategies to get help

Vocabulary

Tu aimes...? (Do you like...?), J'aime...(I like...), Je n'aime pas...(I don't like...), beaucoup (a lot/much), Je voudrais... (I would like...), un haricot (a bean), un concombre (a cucumber), une tomate (a tomato), une laitue (a lettuce), du cresson (some watercress), une graine (a seed), un marché (a market).

Key essential skills/knowledge

- Understand and say the names of vegetables in French
- Talk and write sentences about food likes and dislikes in French
- Use simple expressions of approval and disapproval in French, such as bravo and fantastique

Year Four

Y4 – On y va! (All aboard!)

Content

Children will find out about the francophone world. They will also learn days of the week, and some phrases relating to transport and weather.

National curriculum link

- Listen to and show understanding of short phrases through actions
- Listen and understand words in songs and rhymes
- Use a bilingual dictionary to find the meaning or translation of a word

Vocabulary

Je vais à l'école (I go/I'm going to school), à pied (on foot), en voiture (by car), en vélo (by bike), en bus (by bus), en train (by train), Où vas-tu? (Where are you going?)

Key essential skills/knowledge

- Name places where French is spoken and find them on a map
- Learn weather and transport words in French
- Recognise and order the days of the week in French

Y4 – L'argent de poche (Pocket money)

Content

- Children will have an opportunity to manipulate numbers, introduce them to euros, and allow them to express likes and dislikes.
- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Read and show understanding of familiar phrases and short sentences

National curriculum link

Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns

Vocabulary

Numbers 21 – 30 in French, J'adore (I love), Je déteste (I hate), Ça (that), J'ai (I have), Je n'ai pas de... (I don't have...), C'est combien? (How much is it?), un euro (one euro).

Key essential skills/knowledge

- Learn numbers 1-30 in French
- Use the correct indefinite determiner un/une according to the gender of the noun
- Use an adjective in French to describe an object

Y4 – Raconte-moi une histoire! (Tell me a story!)

Content

The purpose of this unit is to raise children's awareness of simple adjective agreement and French sounds/spellings in the context of a fairy tale.

National curriculum link

- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form
- Recognise and use first, second and third person, singular forms of high frequency verbs

Vocabulary

Regardez (look), répétez (repeat), écoutez (listen), grand(e) (big), petit(e) (small), levez-vous (stand up/get up), asseyez-vous (sit down)

Key essential skills/knowledge

- Understand a familiar story in French
- Make links between French words and familiar words
- Count and recognise numbers in 10s to 100 in French

Y4 – Vive le sport! (Our sporting lives)

Content

Children will have the opportunity to talk about sports, and healthy and unhealthy eating habits.

National curriculum link

- Use the definite and indefinite article according to gender of the noun (singular) and in plural form
- Recognise and use first, second and third person, singular forms of high frequency verbs
- Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns

Vocabulary

Qu'est-ce que tu fais (lundi)? (What are you doing. Do you do (Monday)?), Je joue au tennis/basket (I play tennis/basketball), Je joue au cricket (I play cricket), Je fais du vélo (I ride my bike/go cycling).

Key essential skills/knowledge

- Talk about sports, choosing the correct verb je joue á / je fais de
- Understand others talking about their sporting preferences in French
- Learn the names of foods in French and revise those learnt previously
- Say and write more extended sentences about healthy lifestyles

Y4 – Le Carnaval des Animaux (The Carnival of the Animals)

Content

Children will learn the names of some animals in French. They will also learn to tell the time in French.

National curriculum link

- Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters
- Read and show understanding of familiar phrases and short sentences
- Use a bilingual dictionary to find the meaning or translation of a word
- Use the definite and indefinite article according to gender of the noun (singular) and in plural form
- Recognise and use first, second and third person, singular forms of high frequency verbs

Vocabulary

Quelle heure est-il? (What time is it?), Il est midi (It's midday), Il est minuit (It's midnight), le lion (the lion), le kangourou (the kangaroo), Le poisson (the fish), la tortue (the tortoise), la poule (the hen), le cygne (the swan).

Key essential skills/knowledge

- Name and spell animals in French
- Describe characteristics in French using Je suis... (I am)
- Understand and say the time in French

Y4 – Quel temps fait-il? (What's the weather like?)

Content

Children will learn more phrases to describe the weather and talk about the temperature. Children will also learn to describe the clothes they need to wear in particular weather conditions.

National curriculum link

- Listen to and show understanding of short phrases through actions
- Read and show understanding of familiar phrases and short sentences
- Recognise and use first, second and third person, singular forms of high frequency verbs

Vocabulary

Il neige (It's snowing), Il gèle (It's freezing/icy), un manteau (a coat), un chapeau (a hat), un parapluie (an umbrella), une écharpe (a scarf), Il fait...degrés (It's...degrees).

Key essential skills/knowledge

- Say what the weather is like and recognise weather expressions in French
- Understand and form the date in French
- Describe clothing in French using appropriate adjectives, obeying rules of agreement

Year Five

Y5 – Bon appétit, bonne santé (Healthy eating)

Content

Children will revise and extend language about healthy and unhealthy eating.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language

Vocabulary

Dans le sac, il y a... (In the bag, there is...), et (and), aussi (also), mais (but), Elle est bonne/mauvaise (It is good/bad), un sandwich au jambon (a ham sandwich), un gâteau (a cake), une banane (a banana), une pizza aux champignons (mushroom pizza)

Key essential skills/knowledge

- Listen and respond to opinions about food
- Talk about whether food is healthy or not
- Order food and drink, including specifying filling/flavour

Y5 – Je suis le musicien (I am the music man)

Content

Children will discuss musical tastes and talk about the musical instruments they play.

National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs
- Apply rules of agreement of adjectives in singular and plural with some accuracy

Vocabulary

Tu joues...? (Do you play...?), Je joue du saxophone/piano/violon (I play the saxophone/piano/violin), C'est génial! (It's brilliant!), C'est nul! (It's rubbish!), le jazz (jazz), le reggae (reggae), la musique pop (pop music), la musique Classique (classical music)

Key essential skills/knowledge

- Listen and respond to opinions about music and musical instruments
- Ask and answer questions about types of music, instruments played and musical tastes
- Write a short text about music

Y5 – En route pour l'école (On the way to school)

Content

Children will learn simple directions and familiar landmarks in a town. Children will also learn the French alphabet and do further work on telling the time.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language

Vocabulary

Quand je vais à l'école... (When I go to school,...), je passe devant (I pass in front of...), je traverse la rue (I cross the road), je vais... (I go...), le magasin (the shop), le musée (the museum) le bureau de poste (the post office), la gare (the railway station).

Key essential skills/knowledge

- Listen to and follow simple and longer directions in French
- Recite and use the French alphabet
- Understand, give and sequence instructions in French

Y5 – Scène de plage (Beach scene)

Content

Children will use both new and familiar language in the description of a beach scene. They will recycle colour adjectives and learn some new nouns and verbs.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs
- Apply rules of agreement of adjectives in singular and plural with some accuracy
- Be aware of and know when to use tu and vous

Vocabulary

Les gens marchent, parlent et jouent. The people are walking, talking and playing., C'est... (It is...), Ce n'est pas... (It isn't...), le sable (the sand), le ciel (the sky), la plage (the beach), une falaise (a cliff), une grotte (a cave).

Key essential skills/knowledge

- Listen and respond to questions about a picture
- Identify an image by listening to a description
- Describe a scene using a variety of verbs in third person singular and plural

Y5 – Le Retour du Printemps (The Return of Spring)

Content

The purpose of this unit is to recycle and extend familiar languages (months, weather, colours) in a new context.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text of familiar rhymes/songs/stories and identify the meaning of some words
- Begin to apply grammatical knowledge accurately in speaking and writing activities

Vocabulary

Au printemps (in the spring), en été/automne/ hiver (in the summer/autumn/winter), clair (bright), sombre (dark), heureux (happy), triste (sad), les couleurs sont... (the colours are...), trop (too), très (very)

Key essential skills/knowledge

- Listen and respond to a poem/song
- Listen and identify the month of someone's birthday
- Ask and answer questions about the weather, the seasons and the months

Y5 – Les planètes (The planets)

Content

The purpose of this unit is to develop children's awareness of sentence structure in the context of describing the planets.

National curriculum link

- Begin to apply grammatical knowledge accurately in speaking and writing activities
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow the text of familiar rhymes/songs/stories and identify the meaning of some words
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs

Vocabulary

La Terre (the Earth), le Lune (the Moon), près de (near), loin de (far), un adjectif (an adjective), parce que (because), assez (quite, fairly), elle (if).

Key essential skills/knowledge

- Listen and respond to information in French about the solar system
- Describe the planets in French using prepositions and adjectives
- Talk and write about the planets

Year Six

Y6 – Notre école (Our school)

Content

Children will be able to exchange information about their school and school routine. They will also revise describing people and telling the time.

National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words

Vocabulary

La salle de classe (the classroom), la cour (the playground), le terrain de sport (the sports field), Je cherche... (I'm looking for...), Je cours (I run/I'm running), le professeur (the teacher), la grande salle (the hall), la bibliothèque (the library).

Key essential skills/knowledge

- Describe a school in French
- Understand a timetable and give information about it in French
- Name places at school and describe what takes place there

Y6 – Notre monde (The world around us)

Content

Children will find out about and compare the geography of France, French speaking countries and other areas of the world.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language

Vocabulary

l'Europe (Europe), l'Afrique (Africa), le matin (the morning), l'après-midi (the afternoon), l'Espagne (Spain), l'Amérique du Nord (North America), l'Amérique du Sud (South America), l'Asie (Asia), l'Australasie (Australasia)

Key essential skills/knowledge

- Compare the French and English words for countries and continents
- Understand and talk about where animals can be found
- Discuss the geography and weather of countries and continents.

Y6 – Le passé et le présent (Then and now)

Content

Children will have the opportunity to recycle and extend previously learnt language (places in town, clothes and colours) in new contexts.

National curriculum link

- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs

- Apply grammatical knowledge confidently and accurately in speaking and writing activities

Vocabulary

Un supermarché (a supermarket), une boulangerie (a baker's), une boucherie (a butcher's), une épicerie (a grocer's), une pâtisserie (a cake shop)

Key essential skills/knowledge

- Recall vocabulary from previous units: clothes, places in the town and directions
- Understand information about towns in the past and present tense
- Compare the past and the present of a town

Y6 – Ici et là (Out and about)

Content

Children will have opportunities to express and justify opinions in the context of leisure activities. They also develop their ability to use high numbers.

National curriculum link

- Follow the text and read aloud using knowledge of letter strings and observing silent letters
- Read and show understanding of a complex sentence using familiar language
- Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs

Vocabulary

Numbers 71 – 99 in French, un homme (a man), une femme (a woman), Qu'est-ce que tu aimes/ détestes? (What do you like/hate?, le grand huit (the rollercoaster), le carrousel (the merry-go-round), le train fantôme (the ghost train), la grande roue (the big wheel).

Key essential skills/knowledge

- Understand opinions about free time activities
- Ask and answer questions about activities
- Understand and use larger numbers (to 100).

Y6 – Monter un café (Setting up a café)

Content

The purpose of this unit is for children to recycle and extend familiar language (food and drink) in a new context. Children buy snack in a café, learn a song to help memorise key language, and perform in a play to practise the language learnt.

National curriculum link

- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters

Vocabulary

Une limonade (a lemonade), une eau minérale (a mineral water), un jus d'orange (an orange juice), un verre de coca (a glass of cola), un chocolat chaud (a hot chocolate), un café (a coffee), un café au lait (a coffee with milk), une tasse de thé (a cup of tea).

Key essential skills/knowledge

- Recall the names of a variety of foods and write them from memory
- Role-play being in a café
- Find new language to create a song and play

Y6 – Quoi de neuf? (What's in the news?)

Content

Children will recycle and extend previously learnt language in a new context, and to use more complex language to express opinions about the media.

National curriculum link

- Apply grammatical knowledge confidently and accurately in speaking and writing activities
- Listen to and show understanding of longer/more complex familiar phrases and sentences
- Follow a text including familiar language and identify the meaning of some words
- Follow the text and read aloud using knowledge of letter strings and observing silent letters

Vocabulary

la météo (the weather forecast), la mode (fashion), la cuisine (cookery), C'est beau (It's beautiful), C'est intéressant (It's interesting), C'est ennuyeux (It's boring), C'est dégueulasse (It's disgusting), l'actualité (the news).

Key essential skills/knowledge

- Understand announcements about TV programmes
- Understand and give times using the 24-hour clock
- Work with others to script and take part in a mock TV programme.