

## Whole School MFL ANNUAL OVERVIEW

At Laburnum our French Curriculum is based on the Language Angels scheme of work, which focusses on reading, writing, speaking and listening skills.

\*Units in dark red are essential teaching for each year group throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (Suggested)	Greetings		Numbers 1-10 & colours		Nursery rhymes	
Year 2 (Suggested)	Transport		seasons KS1		Mini beasts/Under the sea	
Year 3	<b>Phonetics1 I'm learning French</b>	Musical instruments	<b>Animals</b>	<b>Fruits</b>	I can...	<b>Ancient Britain</b>
Year 4	<b>Phonetics 2 Presenting myself</b>	<b>Family</b>	<b>My home</b>	<b>The Weather</b>	At the cafe	Goldilocks and the three bears
Year 5	<b>Phonetics 3 Do you have a pet?</b>	<b>What is the date?</b>	Habitats	French cultural lessons	<b>Olympics</b>	<b>Clothes</b>
Year 6	<b>Phonetics 4 In the classroom</b>	<b>The weekend</b>	<b>School</b>	WW2	Healthy lifestyles	<b>Me in the world</b>

## YEAR 1 - Key Skills:

- **Speaking:** Learn to repeat and reproduce the language I hear with accurate pronunciation.
- **Listening:** Appreciate and actively participate in traditional short stories & fairy tales.
- **Reading:** Be able to identify written versions of the words I hear.
- **Writing:** Consolidate letter formation skills by copying words in the foreign language from a model.
- **Grammar:** Start to understand that foreign languages can have different structures to English.

	Unit Title	Knowledge & Key Questions	Specific Resources
<b>Autumn</b>	Les Salutations (Greetings)	In this unit the children will learn to: <ul style="list-style-type: none"> <li>▪ Say 'hello' (formally and informally).</li> <li>▪ Say their name.</li> <li>▪ Ask how somebody is feeling and give a reply.</li> <li>▪ Say 'goodbye' and 'see you soon'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Karaoke songs</li> </ul>
<b>Spring</b>	Les couleurs et Les Nombres (Colours and numbers)	In this unit the children will learn to: <ul style="list-style-type: none"> <li>▪ Name and recognise up to ten colours in French.</li> <li>▪ Count from 1-10 in French.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive whiteboard games</li> <li>▪ Colours song</li> <li>▪ Numbers song</li> </ul>
<b>Summer</b>	Comptines et chansons (Nursery rhymes)	In this unit the children will learn to: <ul style="list-style-type: none"> <li>▪ Join in with familiar nursery rhymes and songs in French, starting to explore the patterns and sounds of language through songs and rhymes: Brille, Brille Petite Étoile, Les petits poussins, Le Vieux MacDonald, Un Éléphant Se Balançait, L'Araignée Gipsy, Les Roues de L'Autobus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Karaoke songs</li> </ul>

## YEAR 2 - Key Skills:

- **Speaking:** Learn to articulate key words introduced in the lesson and understand their meaning.
- **Listening:** Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.
- **Reading:** Being able to identify the written version of a wider range of the words I hear.
- **Writing:** Start to reproduce nouns and determiners/articles from a model.
- **Grammar:** Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.

	Unit Title	Knowledge & Key Questions	Specific Resources
<b>Autumn</b>	Les Transports  (Transport)	In this unit the children will learn to: <ul style="list-style-type: none"> <li>▪ This particular topic has been chosen as it is easily understood by children of this age group and will help to improve their knowledge and understanding of the world around them alongside their physical and creative development. The children will be encouraged during these lessons to pretend to be in these different modes of transport and this 'imagination-driven play' in the foreign language will help build their developmental skills. The lessons in this unit must be taught sequentially, as in each lesson, another mode of transport and short phrase is introduced. The song to accompany this unit builds up almost 'matryoshka' style to a great final song in lesson six which will include all seven modes of transport (two modes of transport are introduced in lesson 1). At the start of each lesson, previously learnt language will be quickly revised before the new language is introduced. Their knowledge of the modes of transport grows, repeating their 'repertoire' each lesson</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Karaoke songs</li> </ul>
<b>Spring</b>	Les Saisons  (Seasons KS1)	In this unit the children will learn to: <p>The objective of this unit is not just for the children to memorise how to remember how to say the four seasons in French (with an opportunity to learn a short phrase in the foreign language for each of the four seasons if they wish!) but also to use this language learning experience as a means of complimenting and enhancing their knowledge of the world around them. The unit will also engage multiple senses – visual, auditory, touch and movement. This multisensory approach will help build language and spoken skills, gross and fine motor skills, coordination, and body awareness in a child's first but also any subsequent languages learnt.</p>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Language Angels WB games</li> <li>▪ Karaoke songs</li> </ul>

	Unit Title	Knowledge & Key Questions	Specific Resources
<p><b>Summer</b></p>	<p>(Minibeasts/ Under the sea)</p>	<p>Minibeasts: The objective of this unit is not just for the children to memorise and learn the names of the ten different minibeasts in French but also to use this language learning experience as a means of complimenting other areas of the curriculum. Indeed, the lessons in this unit combine language acquisition of the minibeasts that they can recognise from the world around them with physical education and mindfulness. Ideally, if the children are to properly attempt all the stretches suggested, they will need adequate space to do so. Teachers may also consider planning this into a P.E lesson. In doing so, the unit will also engage multiple senses – visual, auditory, touch and movement. This multisensory approach will help build language and spoken skills, gross and fine motor skills, coordination, and body awareness in a child’s first but also any subsequent languages learnt.</p> <p>Under the sea:</p> <ul style="list-style-type: none"> <li>▪ This particular topic has been chosen as it is easily understood by children of this age group and will help to improve their knowledge and understanding of the world around them alongside their physical and creative development. The children will be encouraged during these lessons to pretend to be under the sea with the friendly deep-sea diver character in a very colourful, pictorial and engaging water-based setting. In this ‘imagination-driven play’ the children will meet the adorable sea creatures in the foreign language, helping to build their developmental skills alongside their linguistic skills. The lessons in this unit must be taught sequentially, as in each lesson, a new sea creature and short phrase is introduced and added onto what has previously been learnt. The song to accompany this unit builds up almost ‘matryoshka’ style to a great final song in lesson six which will include all seven sea creatures (two sea creatures are introduced in lesson 1). At the start of each lesson, previously learnt language will quickly be revised before the new language is introduced, repeating their ‘repertoire’ each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Karaoke songs</li> </ul>

## YEAR 3 - Key Skills:

- **Speaking:** Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
- **Listening:** Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).
- **Reading:** Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus
- **Writing:** Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
- **Grammar:** Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.

	Unit Title	Knowledge & Key Questions	Specific Resources
<b>Autumn 1</b>	French phonetics and pronunciation	Phonetics 1: Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: <ul style="list-style-type: none"> <li>▪ Ch</li> <li>▪ Ou</li> <li>▪ On</li> <li>▪ Oi</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive whiteboard games</li> <li>▪ Flash cards</li> </ul>
	J'apprends le Français (I'm learning French)	J'apprends le Français  In this unit the children will learn to: <ul style="list-style-type: none"> <li>▪ Pinpoint France on a map of the world</li> <li>▪ Highlight other famous French cities</li> <li>▪ Talk about other countries where French is spoken</li> <li>▪ Say their name and how they are feeling in French</li> <li>▪ Count to ten in French</li> </ul> End of unit assessment-Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ French salutations song</li> <li>▪ French colours song</li> <li>▪ Flash cards</li> <li>▪ Assessment sheets</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Where is France on the map?</li> <li>▪ What continent?</li> <li>▪ How do we get to France?</li> <li>▪ What does the French flag look like?</li> <li>▪ What are the main cities in France?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How many countries surround France?</li> <li>▪ What famous French food is there?</li> <li>▪ Famous people from France?</li> <li>▪ How many people/countries/continents speak French?</li> </ul>

<b>Autumn 2</b>	Les instruments (Musical instruments)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Name ten instruments in French.</li> <li>Match all the new French words to the appropriate picture.</li> <li>Remember the words for at least five instruments and their correct gender in French, unaided.</li> <li>To say that they play an instrument of their choice correctly in French.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>French salutations song</li> <li>French colours song</li> <li>Flash cards</li> <li>Assessment sheets</li> </ul>
		<ul style="list-style-type: none"> <li>Why is there another article introduced here? What does it mean? (Les)</li> </ul>	
<b>Spring 1</b>	Les animaux (Animals)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Remember all the language from unit 1.</li> <li>Be introduced to ten animals in French.</li> <li>Match all the new French words to the appropriate picture.</li> <li>Remember the words for at least five animals in French unaided.</li> <li>Attempt to spell at least three animals correctly in French.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flash cards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Why are there different articles for different animals? (Le, La)</li> </ul>	
<b>Spring 2</b>	Les fruits (Fruits)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Name and recognise up to 10 fruits in French.</li> <li>Attempt to spell some of these nouns</li> <li>Ask somebody in French if they like a particular fruit.</li> <li>Say what fruits they like and dislike.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Karaoke songs</li> <li>Flash cards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>How do the nouns and articles change when they move from singular to plural?</li> </ul>	

<b>Summer 1</b>	Je peux...  (I can...)	In this unit the children will learn to: <ul style="list-style-type: none"> <li>Recognise some common French verbs/activities.</li> <li>Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>Use these verbs in the infinitive with je peux...</li> </ul> <p>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</p>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flash cards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>What do some of the verbs have in common?</li> </ul>	
<b>Summer 2</b>	L'ancienne histoire de la Grande Bretagne  (Ancient Britain)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite).</li> <li>Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>Be able to say in French three of the types of people who lived in ancient Britain.</li> <li>Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.</li> <li>Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flash cards</li> <li>Karaoke songs</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce the language of 'avant' and 'après'.</li> <li>Why do some words have 'un' and others have 'une' as determiners?</li> </ul>	

## YEAR 4 - Key Skills:

- **Speaking:** Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing)
- **Listening:** Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read.
- **Reading:** Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
- **Writing:** Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).
- **Grammar:** Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like.

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Phonetics and pronunciation	Phonetics 2 - Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: <ul style="list-style-type: none"> <li>▪ I</li> <li>▪ In</li> <li>▪ Ique</li> <li>▪ Ille</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Flash cards</li> </ul>
	Je me présente... (Presenting myself)	Je me présente... - In this unit the children will learn how to: <ul style="list-style-type: none"> <li>▪ Count to 20 in French.</li> <li>▪ Say their name and age in French.</li> <li>▪ Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>▪ Tell you where they live in French.</li> <li>▪ Tell you if they are French or English, introducing concept of gender and agreement.</li> </ul> End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Flash cards</li> <li>▪ End of unit assessments</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Recap previous learning-what do children already know how to say in French?</li> <li>▪ What do the different accents above letters mean?</li> </ul>	
Autumn 2	La famille (The Family)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>▪ Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>▪ Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Karaoke songs</li> <li>▪ Flash cards</li> </ul>



		<ul style="list-style-type: none"> <li>Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have).</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>What do you notice about the articles for boys and girls? Why un frère but une soeur?</li> <li>Can you add even more language to say what your name is, how old you are and where you live as well as answering the target questions?</li> </ul>	
<b>Spring 1</b>	Chez moi (My home)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Say whether they live in a house or an apartment and say where it is.</li> <li>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>Tell somebody in French what rooms they have or do not have in their home.</li> <li>Ask somebody else in French what rooms they have or do not have in their home.</li> <li>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Karaoke songs</li> <li>Flash cards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>What does ‘Il y a...’ mean? (Both ‘there is...’ and ‘there are...’)</li> <li>Why do you think the word in (English) is written in different ways in French? (dans, à)</li> <li>Why do we pronounce the ‘s’ in ‘dans’ here?</li> <li>Recap gendered nouns.</li> </ul>	
<b>Spring 2</b>	Quel temps fait-il? (The Weather)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in French.</li> <li>Ask what the weather is like today.</li> <li>Say what the weather is like today.</li> <li>Create a French weather map.</li> <li>Describe the weather in different regions of France using a weather map with symbols.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Karaoke songs</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Why are some directional phrases ‘l’...’ and other ‘le’?</li> </ul>	

<p><b>Summer 1</b></p>	<p>Au café (At the café)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Order from a selection of foods from a French menu.</li> <li>▪ Order from a selection of drinks from a French menu.</li> <li>▪ Order a French breakfast.</li> <li>▪ Order typical French snacks.</li> <li>▪ Ask for the bill.</li> <li>▪ Remember how to say hello, goodbye, please and thank you.</li> <li>▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Flash cards</li> <li>▪ At the café song</li> <li>▪ End of unit assessment</li> <li>▪</li> </ul>
		<ul style="list-style-type: none"> <li>▪ How do you say 'some' in French? (Du, De la, Des)</li> </ul>	
<p><b>Summer 2</b></p>	<p>Boucle d'or et les trois ours (Goldilocks and the three bears)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language.</li> <li>▪ Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>▪ Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li> <li>▪ Attempt to spell in French.</li> <li>▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Is everyone familiar with the story of Goldilocks?</li> <li>▪ How can the vocabulary cards be sorted here? Why? (Gender, story order, verbs, adjectives etc)</li> <li>▪ Which pronunciation rules can you remember?</li> </ul>	

## YEAR 5 - Key Skills:

- **Speaking:** Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary
- **Listening:** Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
- **Reading:** Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
- **Writing:** Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) Check spellings with a dictionary.
- **Grammar:** Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Phonetics and pronunciation 3	Phonetics 3 - Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: <ul style="list-style-type: none"> <li>▪ É</li> <li>▪ E</li> <li>▪ È</li> <li>▪ EAU</li> <li>▪ EUX</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Flashcards</li> </ul>
	As-tu un animal?  (Do you have a pet?)	<p>As-tu un animal? - In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>▪ Tell somebody in French if they have or do not have a pet.</li> <li>▪ Ask somebody else in French if they have a pet.</li> <li>▪ Tell somebody in French the name of their pet.</li> <li>▪ Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”).</li> </ul> <p>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</p>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Flashcards</li> <li>▪ Karaoke songs</li> <li>▪ End of unit assessments</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Which article belongs to which gender?</li> <li>▪ What other information can you tell me about the pet owners? (Name, where they live etc)</li> <li>▪ When would you use ‘Je n’ai pas d’...’ or ‘Je n’ai pas de...’</li> </ul>	

<p><b>Autumn 2</b></p>	<p>Quelle est la date aujourd’hui  (What is the date?)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Repeat and recognise the months of the year in French.</li> <li>▪ Ask when somebody has a birthday and say when they have their birthday.</li> <li>▪ Say the date in French.</li> <li>▪ Create a French calendar.</li> <li>▪ Recognise key dates in the French calendar.</li> <li>▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Karaoke songs</li> <li>▪ Flash cards</li> <li>▪ End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Recap accents for pronunciation.</li> <li>▪ How are French dates different to English dates? (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc compared to only ‘le premier’)</li> <li>▪ What do you think are some of the key dates in the French calendar?</li> </ul>	
<p><b>Spring 1</b></p>	<p>Les habitats  (Habitats)</p>	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>▪ Tell somebody in French the key elements animals and plants need to survive in their habitat.</li> <li>▪ Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>▪ Tell somebody in French which animals live in these different habitats.</li> <li>▪ Tell somebody in French which plants live in these different habitats.</li> <li>▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Interactive WB games</li> <li>▪ Karaoke songs</li> <li>▪ Flashcards</li> <li>▪ End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>▪ (After introducing new vocabulary and before discussing the meaning) Which words do you think you recognise? (Focus on key words and cognates)</li> <li>▪ If we aren’t sure what a word means in English or in French, what do we do? How do we decipher it?</li> <li>▪ Can you pick out key words in longer pieces of writing?</li> <li>▪ How have some animals adapted to live in their habitats?</li> </ul>	
<p><b>Spring 2</b></p>	<p>French Cultural Lessons</p>	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> <li>▪ The aim of these lessons is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning.</li> <li>▪ Le Carnaval explores the internally recognised carnival celebration of Nice in the South of France.</li> <li>▪ La Galette Des Rois explores this very traditional French celebration and famous cake eaten on the 6th January.</li> <li>▪ Le Poisson D’Avril explores this very popular and original French equivalent of our own ‘April fool’s day’.</li> <li>▪ Le Bleuet de France explores the French remembrance flower which is similar to the poppy used in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> </ul>

		<ul style="list-style-type: none"> <li>There will be a linguistic focus in the challenge section and all lessons will work on consolidating key question words like quand? (when) and où? (where) as appropriate. The pupils will also see the structure 'c'est' (it is) repeatedly in these lessons.</li> </ul>	
<b>Summer 1</b>	Les Jeux Olympiques  (The Olympics)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Tell somebody in French the key facts of the history of the Olympics.</li> <li>Tell somebody in French the key facts of the modern Olympic games.</li> <li>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</li> <li>Say the nouns in French for key sports in the current Olympic games.</li> <li>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> <li>Understand the concept of de la, de l' and du when you say you play a sport in French.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Karaoke songs</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Why do some sports use de la, de l' and du?</li> </ul>	
<b>Summer 2</b>	Les vêtements  (Clothes)	In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb PORTER in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Karaoke songs</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Why are there different articles for the clothing nouns? (un, une, des)</li> <li>How are the nouns sorted?</li> <li>Which nouns are masculine, feminine or plural?</li> <li>Why are there so many different verb endings for 'porter'?</li> </ul>	

## YEAR 6 - Key Skills:

- **Speaking:** Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency
- **Listening:** Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear
- **Reading:** Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
- **Writing:** Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
- **Grammar:** Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Phonetics and pronunciation	Phonetics 4 Introduce the fourth and final set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: <ul style="list-style-type: none"> <li>▪ QU</li> <li>▪ GNE</li> <li>▪ Ç</li> <li>▪ EN</li> <li>▪ AN</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Karaoke songs</li> <li>▪ Interactive WB games</li> </ul>
	En classe  (In the classroom)	En classe  In this unit the children will learn how to: <ul style="list-style-type: none"> <li>▪ Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>▪ Say what they have and do not have in their pencil case.</li> <li>▪ Recognise and respond to simple classroom commands and praise.</li> <li>▪ End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful ‘areas for further improvement’ section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Language Angels PowerPoints</li> <li>▪ Language Angels worksheets</li> <li>▪ Flashcards</li> <li>▪ Karaoke songs</li> <li>▪ Interactive WB games</li> <li>▪ End of unit assessment</li> </ul>

<b>Autumn 2</b>	Le Week-end (The weekend)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Ask what the time is in French.</li> <li>Tell the time accurately in French.</li> <li>Learn how to say what they do at the weekend in French.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Flashcards</li> <li>Karaoke songs</li> <li>Interactive WB games</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Identify children who may struggle with telling the time.</li> <li>Can children identify the verbs in the written sentences?</li> <li>Can you identify the connectives?</li> </ul>	
<b>Spring 1</b>	A l'école (At school)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Tell the time in French.</li> <li>Create a French timetable for school.</li> <li>Use the verb aller in French to say what time they go to school.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Flashcards</li> <li>Karaoke songs</li> <li>Interactive WB games</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>(After introducing new vocabulary and before discussing the meaning) Which words do you think you recognise? (Focus on key words and cognates)</li> <li>What is a regular or irregular verb?</li> </ul>	
<b>Spring 2</b>	La Seconde Guerre Mondiale (World War II)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Group/order unknown vocabulary to help decode text in French.</li> <li>Improve their listening and reading skills.</li> <li>Name the countries and languages involved in WW2.</li> <li>Say what the differences were in city and country life during the war.</li> <li>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>

		<ul style="list-style-type: none"> <li>What tense were the slides in? What were the clues? (Lots of the verbs also ended in –aient which represents past tense verb endings in French).</li> <li>Why is it EN for each country but AUX for America? (Because it is a plural - the United STATES of America so this changes the rule)</li> </ul>	
<b>Summer 1</b>	Manger et bouger  (Healthy lifestyles)	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Name and recognise ten foods and drinks that are considered good for your health.</li> <li>Name and recognise ten foods and drinks that are considered bad for your health.</li> <li>Say what activities they do to keep in shape during the week.</li> <li>Say in general what they do to keep a healthy life-style.</li> <li>Learn to make a healthy recipe in French.</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>(Before you introduce the vocabulary) What is the topic of this lesson?</li> <li>How can we make sure we stay healthy?</li> <li>How do the phrases change when you say you do or do not eat something?</li> <li>How are the negative forms of food and drink different to the negative forms of the activities?</li> <li>Are there any cognates in the cooking instructions?</li> </ul>	
<b>Summer 2</b>	Moi dans le monde  (Me in the world)	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> <li>About the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).</li> <li>End of unit assessment- Children and teacher can positively assess their learning in this unit. There is a useful 'areas for further improvement' section at the bottom of the page in line with OFSTED guidelines. The assessment can be retained as proof of progression.</li> </ul>	<ul style="list-style-type: none"> <li>Language Angels PowerPoints</li> <li>Language Angels worksheets</li> <li>Interactive WB games</li> <li>Flashcards</li> <li>End of unit assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Can you remember which other countries speak French? Can you find the countries/cities on a map?</li> <li>What do you think the four children have in common?</li> <li>Can you identify any of our values in what the children are saying?</li> <li>Which words do you recognise? What do they mean?</li> <li>What do you know about different faiths?</li> <li>What can you remember about the phrase 'Il y a...'?</li> </ul>	