

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL – MODERN FOREIGN LANGUAGES



Key stage 2 - National Curriculum

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Subject Content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures, and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- 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
- 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
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1 My Classroom - Classroom instructions - Stationary items - Numbers to 5 - Numbers to 10	Unit 2 My Painting - Colours - Shapes - Numbers to 10	Unit 3 My Birthday - Months - Numbers to 31 - Age	Unit 4 My Family - Family Members - Age/Birthday - Personality descriptions	Unit 5 My Pets - Animals - Counting and plurals - Colours - Personality descriptions	Unit 6 My Body - Body parts - Colours - Numbers - Physical Descriptions
Year 4	Unit 1 My house - Types of House - Rooms in a house - Colours - Who I live with - Other adjectives	Unit 2 My Face - Hair and eye colour - Verb – I have - 3 rd person - he/she has - Parts of the face - Physical descriptions	Unit 3 My clothing - Clothing - Colours - Styles/Patterns - Opinions - Verb – I want	Unit 4 Our weather - Types of weather - Compass Points - Seasons - Clothing in different weather	Unit 5 My garden - Features e.g. grass, flowers etc - Colours - Fruit and veg	Unit 6 My food - Fruit and other foods - Days of the week - Numbers - Verb – eats and drinks
Year 5	Unit 1 My School - Rooms in a school - School subjects - Opinions - Days of the Week - Time - Verb – to prefer	Unit 2 My breaktime - Activities / games - Verb – to play - Opinions - Days of the week	Unit 3 My Town - Places in town - Verb – to go - Giving/understanding directions	Unit 4 My Lunch - Places to eat in town - Verb – to eat, to drink - Food and drink menu - Ordering – I would like	Unit 5 My cinema trip - Genres of film - Opinions - Verb – to watch - I would like to watch - Time	Unit 6 My Zoo trip - Zoo animals - Opinions - Numbers, body parts and descriptions - Verb – I can e.g I can see
Year 6	Unit 1 My bedroom furniture - Items of furniture - Colours, sizes - Prepositions - Room description with possession (my bed etc)	Unit 2 French WW2 - European countries - The Occupation - French resistance - Anne Frank	Unit 3 My hobbies - Sports (to play / to do) - Opinions - Negatives - Days of the week	Unit 4 My Daily routine - Daily routine - Reflexive verbs - Time - Negatives	Unit 5 My accident - Revise body parts - Past tense verbs e.g. I cut, I broke, I burnt etc	Unit 6 My Holiday - Countries - Verb – to go - Infinitive verbs - Opinions (would like to go) - Negatives

St Joseph's Year 3 – Year 6 French Topic Overview

St Joseph's Year 3 – Year 6 French Objectives

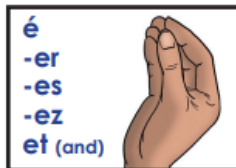

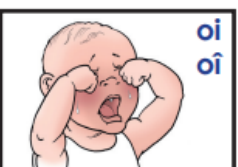



Yr 3	Yr 4	Yr 5	Yr 6
Listen and show understanding of single words through physical or verbal response.	Listen and show understanding of short phrases through physical or verbal response	Listen and show understanding of more complex familiar phrases and sentences.	Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
Recognise a familiar question and respond with a simple rehearsed response.	Ask and answer several simple and familiar questions with a rehearsed response.	Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.	Engage in a short conversation using familiar questions and express opinions.
Name objects and actions and link words with a connective in a simple rehearsed statement.	Use familiar vocabulary to say simple sentences to give information using a language scaffold	Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	Manipulate familiar language to present own ideas and information in more complex sentences.
Read aloud individual familiar words using phonics knowledge and show understanding.	Read aloud familiar short sentences using phonics knowledge and show understanding of simple familiar phrases	Read aloud more complex sentences using phonics knowledge and show understanding of familiar language.	Read aloud using phonics knowledge and show understanding of a series of complex sentences using familiar language.
Identify and use strategies for memorising new vocabulary.	Identify and use strategies for memorising new vocabulary phrases.	Identify and use strategies for memorising new vocabulary, phrases and grammar rules.	Identify and use strategies for memorising new vocabulary, phrases and more complex grammar rules.
Write and say simple familiar words to describe people, places, things and actions using a model.	Write and say a simple phrase to describe people, places, things and actions using a language scaffold.	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.	Write and say a complex sentence manipulating familiar language, using a dictionary for new language.
Write single familiar words from memory with understandable accuracy.	Write simple familiar short phrases from memory with understandable accuracy.	Write familiar complex sentences from memory with understandable accuracy.	Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.

Phonics overview

Learning to read in a foreign language poses many challenges, especially as letters may make a new or different sound. We use the Sue Cave Physical French phonics resources and are currently embedding this practice into the French topics to help students develop the ability to read new French words with accurate pronunciation. This link between the sound of a word and the spelling of a word also helps to improve listening, speaking and comprehension skills.

R1

SOUNDS, ACTIONS AND SPELLINGS

 a à à	 an am en em	 c k q qu	 ch	 e before 1 consonant e in 1 syllable words	 è é ei before 2 consonants ai ai a before y + vowel
 é -er -es -ez et (and)	 eu oe œu	 g gu before e/i/y	 g before e/i/y j	 gn	 i y î
 ien	 in im ain aim ein eim yn ym	 o but not at the end of a word	 o ô au eau	 oi oî	 on om
 ou où ou	 r rr	 s ss ç C before e/i/y sometimes † before i + vowel	 † †† th	OU often before a vowel = W	
 u û	 un um	 y ‡ after i ‡‡ after a vowel ‡‡‡ after a vowel	 z z between vowels S and X before a vowel or silent h	oin = w 	
			î often before a vowel = 		

Grammar overview

By the time students go to secondary school they are expected to know:

- That nouns have different genders in French (masculine, feminine and plural)
- How to use the definite articles (the – le/la/les) and indefinite articles (a – un/une/des)

- That adjectives have to agree with the gender of the noun, and this can affect their spelling (extra e or s)
- That adjectives have a different word order to English, some come before the noun, but most come after the noun
- That most colour adjectives agree with the noun except for those derived from nouns (e.g. orange)
- Understand that verbs require different spelling conjugations depending on who you are referring to
- How to form 1st person sentences using je (e.g. je m'appelle Mimi)
- How to form 2nd person questions using tu (e.g. Comment t'appelles tu?)
- How to form 3rd person sentences using il/elle (e.g. il est grand, elle est amusante)
- Some high frequency verbs e.g. aimer – to like, manger – to eat, penser - to think
- Some irregular verbs e.g. je suis – I am, il/elle est – he/she is, j'ai – I have, il/elle a – he/she has
- That plural nouns do not always end in an s (some end in x)
- That days of the week and months do not use capital letters
- A selection of conjunctions and how to use conjunctions to build more complex sentences
- How to form a negative sentence (e.g. il y a... / il n'y a pas de...)
- How to form basic opinions and how to extend them with conjunctions
- How to use intensifiers to adapt adjectives e.g. très - very, assez - quite, beaucoup - a lot
- That some words change their pronunciation because of the word that follows it (e.g. c'est + un = t must be pronounced)
- That French uses accents to adapt the sound of a letter and be able to use phonic knowledge when reading aloud
- A selection of question words and be able to use them with common learnt questions e.g. Comment ça va?
- Basic responses like yes/no, please/thank you

These grammar skills are developed throughout all of the topics studied from year 3 to year 6. The grammar points and skills are often repeated in different contexts to help strengthen long-term recall and understanding. With each new topic we build on prior grammar knowledge to help develop confidence and fluency.

Scheme of work examples

Autumn Half Term 1 - Yr 3 French - Classroom Topic Plan

Reading focus: using the knowledge of the sound of some letter strings, read aloud individual familiar words, read and show understanding of familiar single words.

Writing focus: identify and use strategies for memorising new vocabulary, write single familiar words from memory with understandable accuracy.

Speaking focus: recognise a familiar question and respond with a simple rehearsed response.

Listening focus: listen and show understanding of single words through physical response.













Week	Objectives WALT:	Key Vocab, Phonics focus Grammar Points	Outline of Lesson Activities (T&TA Focus)	Plenary/Outcomes
1	Locate Francophonie countries on a world map	Je m'appelle	<ul style="list-style-type: none"> - What do we know about French/France? - Map of the world – running memory test (glue the flags or annotate) 	To be able to say one new fact about la Francophonie
2	recite the alphabet in French	Vowel sounds	<ul style="list-style-type: none"> - French alphabet Army chant - French Vowel sounds - Practice spelling known English words with the French alphabet 	To be able to use resources to spell words with the French alphabet
3	To understand and follow simple classroom instructions in French	Classroom Instructions (see Knowledge Organiser) Imperative phrases [ay] sounds at the end of verbs	<ul style="list-style-type: none"> - Vocabulary presentation and repetition games - Jacques a dit - Os and Xs listening bingo - Discussion - how we might use the phrases in context 	Able to match a physical response to a French classroom instruction
4	name a number of classroom stationary objects	J'ai... (see Knowledge Organiser) Un and une - boy and girl words Silent letters - x in ciseaux, s in compas, n in crayon	<ul style="list-style-type: none"> - Revision of instructions vocab (reinforce throughout lesson) - New vocab presentation and phonic focus - Repetition games - Os+Xs listening game - Speaking task – pairs communicate which items you have in a complete sentence 	To be able to use J'ai in a sentence with good pronunciation
5	say the numbers 0 to 5 in French	Zéro, un, deux, trois, quatre, cinq Physical French phonics (f2) to ensure good pronunciation	<ul style="list-style-type: none"> - Revision of classroom stationary and examples of use with numbers in a sentence - Vocab presentation and pronunciation predictions - Presentation of 12 phonic sounds with actions and pictures - Repetition games as a class and in pairs - Prediction of grapheme to phoneme links - Competitive games to embed new phoneme-grapheme link 	To be able to count from 0-5 with good pronunciation
6	Use phonic knowledge to spell the numbers 0-5 accurately	Zéro, un, deux, trois, quatre, cinq Physical French phonics (f2) to ensure sound spelling link and good pronunciation	<ul style="list-style-type: none"> - Revision of phonic sounds and grapheme-phoneme links - Pair games to embed grapheme - Use of phonic picture prompts to spell the numbers correctly - Practice reading the numbers with correct pronunciation - Use the numbers in a short sentence 	To be able to spell most of the numbers from 0-5 with good accuracy
7	self-assess our listening and reading skills in an end of topic test	Topic Vocabulary Physical French phonics (f2)	<ul style="list-style-type: none"> - Revision of different vocabulary sections within the topic, followed by a short vocab test - Revision games (Blooket) to help embed vocab and phonics knowledge 	To have self-assessed our learning through a vocab test

Autumn Half Term 1 - Yr 3 French - Classroom Topic Knowledge Organiser

Knowledge Organiser	
Yr3 Autumn 1 - Classroom	
Starting Questions	
What is your name?	Comment t'appelles tu?
My name is...	Je m'appelle...
How are you?	Comment ça va?
I'm feeling good	Ça va bien
I'm feeling alright	Ça va
I'm feeling bad	Ça va mal
Classroom Instructions	
Silence!	En silence!
Listen!	Ecoutez!
Write!	Ecrivez!
Stand up!	Levez-vous!
Sit down!	Asseyez-vous!
Put your hand up!	Levez la main!
Put your hand down!	Posez la main!
Look at the board!	Regardez le tableau!
Look at the teacher!	Regardez le professeur!
Put your things down!	Posez vos affaires!
Put your things away!	Rangez vos affaires!

Classroom Objects	
I have...	J'ai...
a biro	un bic
a calculator	une calculette
a compass	un compas
a felt tip	un feutre
a pen	un stylo
a pencil	un crayon
a sharpener	un taille-crayon
a rubber	une gomme
a ruler	une règle
some scissors	des ciseaux

Numbers 0-5	
zero	0 - zéro
one	1 - un
two	2 - deux
three	3 - trois
four	4 - quatre
five	5 - cinq

Numbers 0-5 Phonics			
			
o	in	z	t
			
a	é	eu	un
			
q/qu	oi	r	c

Alphabet			
A ah	H ash	O oh	V vay
B bay	I eee	P pay	W doobla-vay
C say	J jee	Q coo	X eeks
D day	K ka	R air	Y eegrek
E uh	L el	S ess	Z zed
F ef	M em	T tay	
G jay	N en	U ooo	

Autumn Half Term 1 - Yr 4 French - House Topic Plan

Reading focus: read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules, read and show understanding of simple familiar phrases and short sentences.
Writing focus: write and say a simple phrase to describe people, places, things and actions using a language scaffold, use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. write simple familiar short phrases from memory with understandable accuracy.
Speaking focus: ask and answer several simple and familiar questions with a rehearsed response, use familiar vocabulary to say simple sentences to give information using a language scaffold, demonstrate understanding of the position of the majority of adjectives.
Listening focus: listen and show understanding of short phrases through physical response.

Week	Objectives WALT:	Key Vocab, Grammar Points , Phonics focus	Outline of lesson activities (T&TA Focus)	Plenary/Outcomes
1	say and understand a number of rooms in a house in French	10 rooms in a house (see KO) Il y a un/une (m/f) ER in grenier, manger É in entrée	<ul style="list-style-type: none"> - Reading predictions to revise phonic patterns - Vocab repetition games and pair splat games - Oui/Non questioning using il y a - Worksheet – matching vocabulary (wordsearch extension task) - Os and Xs Bingo (ENG to FR) listening task - Line Bingo (FR to ENG) listening task - Pair speaking task – Memory game with sentence starter - Writing task 	To be able to create a complete sentence using ‘il y a’ and some rooms in a house
2	say and understand which rooms there are and are not in a house	Dans ma maison il y a... Il n’y a pas de... Il n’y a pas DE Y in il y a/il n’y a pas	<ul style="list-style-type: none"> - Vocab revision and repetition games - Vrai/Faux questioning - Grammar point – Il n’y a pas de - Os and Xs Bingo (FR to ENG) listening task with grammar rule - Colour in il y a and il n’y a pas de in song lyrics - Sing song and add actions linked to key words - Class speaking game – Bomb timer – sentences using grammar rule - Listening task – taking notes for comprehension - Writing task – short sentences using grammar rule 	To be able to understand longer sentences using ‘il y a’ and ‘il n’y a pas de’ with some rooms in a house
3	describe the colour of a room with correct adjective word order	Dans ma maison il y a... il n’y a pas de... Colours (see Knowledge Organiser) Colour adjective word order R in orange, gris R as a silent letter in vert, noir	<ul style="list-style-type: none"> - Vocab revision and repetition games - Sing song with actions linked to key words - Pair speaking task – Bomb – revise ‘il n’y a pas de’ grammar rule - Revise colour vocabulary, with phonic points - Pair speaking task – magic code - Discuss colour adjective word order - Reading task – read and understand the sentences and colour the picture correctly in response - Speaking task – create a sentence to describe the house pictured 	To be able to understand longer sentences using some rooms in a house with colour adjectives

4	improve reading skills, when given a longer text	<p>All topic vocabulary</p> <p>Colour adjective word order Colour adjective spelling changes</p> <p>Using phonics knowledge to read a word/phrase/sentence aloud</p>	<ul style="list-style-type: none"> - Revision of rooms, il y a and colour vocabulary - Look at text, read through with students reading some word/phrases/sentences aloud (phonic predictions) - Identify different topic vocabulary, e.g. rooms (nouns), and highlight in different colours - Predict meaning of new vocab (unhighlighted) from context - Teacher questioning to ensure understanding of text as a whole - Pair listening task – line translations – which line is it? - Pair reading task – find a word – which line is it on? - Class listening task – Os and Xs line bingo 	To be able to read full sentences aloud and use topic vocabulary and sentence structure knowledge to understand a longer text
5	create basic sentences to tell a story using the rooms in a house	<p>Il y a quelquechose dans mon/ma... + room topic vocabulary</p> <p>Possessive pronouns - mon/ma for m/f rooms</p> <p>Using phonic knowledge to read sentences with known vocabulary aloud</p>	<ul style="list-style-type: none"> - Revision of rooms, il y a and colour vocabulary - Read book 'Maman!' - Create a sentence structure from known vocabulary - Pair speaking task – slime bomb game - Use sentences to tell the story as a class - Create our own story board (cut and stick pictures) - Write up sentences to match our storyboard 	To be able to create a complete sentence using a room in a house with possessive pronouns
6	create longer sentences to tell a story using the rooms in a house and using a dictionary to research new vocabulary	<p>Dans mon/ma... + room topic il y a...</p> <p>Numbers to 10 New animal vocabulary</p> <p>m/f un/une for words found in the dictionary</p> <p>Using grammar knowledge to create new sentences</p>	<ul style="list-style-type: none"> - Revision of rooms, il y a and colour vocabulary - Re-read book 'Maman!' - Discuss which vocab we need to add detail to the story (animals) - Practice using a French dictionary (online or paper version) - Research story animal vocab and translate into French - Create new sentence structure with animal and number vocabulary - Use picture prompts to help tell the story in the correct order - Perform the story as a class in French (aim to video) 	To perform the story as a class using new vocabulary and visual picture prompts
7	self-assess our listening and reading skills in an end of topic test	<p>Topic Vocabulary</p> <p>Adjectives, word order, mon/ma</p> <p>Vocabulary phonics</p>	<ul style="list-style-type: none"> - Revision of different vocabulary sections within the topic, followed by a short vocab test - Revision games (Blooket) to help embed vocab and grammar knowledge 	To have self-assessed our learning through a vocab test

Autumn Half Term 1 - Yr 4 French - House Topic Knowledge Organiser

Knowledge Organiser

Yr4 Autumn 1 - House

Starting Questions

What is your name?	Comment t'appelles tu?
My name is...	Je m'appelle...
How are you?	Comment ça va?
I'm feeling good	Ça va bien
I'm feeling alright	Ça va
I'm feeling bad	Ça va mal

Rooms in a house

In my house	Dans ma maison
there is a	il y a un/une
there is not any	il n'y a pas de un/une
a bathroom	une salle de bains
a bedroom	une chambre
a sitting room	un salon
a dining room	une salle à manger
a kitchen	une cuisine
an attic	un grenier
a basement	une cave
an entrance hall	une entrée
a garden	un jardin
a garage	un garage

Colour Adjectives

white	blanc(he)
black	noir(e)
blue	bleu(e)
red	rouge
green	vert(e)
yellow	jaune
orange	orange
pink	rose
grey	gris(e)
brown	marron
purple	violet(te)
a green bedroom	une chambre verte
a green sitting room	un salon vert

Numbers 1-10

one	un	six	six
two	deux	seven	sept
three	trois	eight	huit
four	quatre	nine	neuf
five	cinq	ten	dix

Story Phrases

In my bedroom	Dans ma chambre
In my sitting room	Dans mon salon

Story Phrases

there is / there are	il y a
there is a	il y a un/une
there are some	il y a des

Story Animals

a hippopotamus	un crocodile
a lion	un lion
a giraffe	une girafe
a crocodile	un crocodile
an elephant	un éléphant
a flamingo	un flamant
a bear	un ours
a pig	un cochon
a monkey	un singe
a mouse	une souris
a spider	une araignée

Any extra words or vocabulary...

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Autumn Half Term 1 - Yr 5 French - School Topic Plan

Reading focus: read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules, read and show understanding of a complex sentence using familiar language, use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.

Writing focus: write and say a more complex sentence to describe people, places, things and actions using a language scaffold, write familiar complex sentences from memory with understandable accuracy, apply the rules of the agreement of adjectives in the singular and plural with some accuracy.

Speaking focus: ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help, use familiar vocabulary to say more complex sentences, such as presenting ideas using a language scaffold, produce positive and negative sentences with high frequency verbs and pronouns.

Listening focus: listen and show understanding of more complex familiar phrases and sentences, follow the text of familiar rhymes and songs identifying the meaning of words, follow the simple text of a familiar song or story and sing or read aloud.

Week	Objectives WALT:	Key Vocab, Grammar Points, Phonics focus	Outline of lesson activities (T&TA Focus)	Plenary/Outcomes
1	Say, understand and give an opinion on school subjects	School subjects Opinion + le/la/les Silent letter S and H Correct pronunciation of i and é	<ul style="list-style-type: none"> - New vocab presentation, reading prediction (phonic pictures to support) - Repetition games - Match pictures to vocabulary on worksheet - Listening task – Os and Xs ENG to FR and FR to ENG - Opinions vocabulary – class speaking tasks – Bomb and class Os and Xs - Pair speaking task – Battleships - Whiteboard Whizzy Loop writing sentences - Writing task - write down example sentence from Battleship game 	To be able to use the school subjects vocabulary in a short opinion sentence
2	Tell the time to the nearest quarter and say when a lesson starts/ends	Numbers to 12, o'clock Quarter past, half past, quarter to Starts/ends Opinion + le/la/les Silent letter S and H Correct pronunciation of i and é	<ul style="list-style-type: none"> - Revise school subject vocabulary and practice opinions - Introduce o'clock vocab with time on the hour - Speaking task – Bomb game to practice time - Introduce quarter past, half past, quarter to, with song - Listening task – Os+Xs FR to ENG using time with qp/hp/qt - Reading task – worksheet matching written time to digital time - Speaking task – play Os and Xs as a class and in pairs - Introduce starts/finishes vocab - Reading task – true or false statements for a timetable 	To be able to recognise and understand the time on the hour and also with quarter past, half past, quarter to added
3	read a time table and say when we have a certain lesson	Lundi, mardi, mercredi etc Starts at / finishes at Heure = f Heures = fpl commence/finit à Silent letter S and H Correct pronunciation of i	<ul style="list-style-type: none"> - Revise school subject vocabulary and practice opinions - Blooket game to practice reading and translation skills - Revise telling time with quarter past, half past, quarter to, revise song - Blooket game to practice reading and translation skills - Revise days of the week - Blooket game to practice reading and translation skills - Introduce starts at and finishes at vocab - Read statements in French and decide if true or false (using French school timetable) 	To be able to understand a timetable and sentences referring to that timetable

4	use adjectives to give more detailed opinions of the school subjects	<p>Ma matière preferee est... Je pense que c'est... parce que c'est _____</p> <p>Heure = f Heures = fpl commence/fini à</p> <p>Silent letter S and H Correct pronunciation of i</p>	<ul style="list-style-type: none"> - Revise school subject vocabulary and practice basic opinions - Introduce new phrase 'My favourite subject is' - Class listening and speaking task – Winner stays on splat - Blooket game to reinforce vocabulary - Introduce adjectives to support opinions, phonic prediction of new vocabulary - Students translate using cognates and dictionary skills - Line bingo with the phrase 'I think that its..' - Pair speaking task – create the phrases circled on the board - Blooket game to reinforce and broaden new vocabulary - Class speaking task – Word tennis to build longer sentences - Gapfill writing exercise to create own opinion sentences. - Pair speaking task – Battleship sentences 	To be able to say a more complex or detailed opinion about a school subject
5	recognise topic vocabulary in a longer text	<p>All topic vocabulary</p> <p>Opinions + indef articles le/la/les Parce que c'est + adjectives (without ending change)</p> <p>Using phonics knowledge to read a word/phrase/sentence aloud</p>	<ul style="list-style-type: none"> - Revision of school subject, opinions and time vocabulary - Look at text, read through with students reading some word/phrases/sentences aloud (phonic predictions) - Identify different topic vocabulary, e.g. opinions, and highlight in different colours - Predict meaning of new vocab (unhighlighted) from context - Teacher questioning to ensure understanding of text as a whole - Pair listening task – line translations – which line is it? - Pair reading task – find a word – which line is it on? - Class listening task – Os and Xs line bingo 	To be able to read new sentences aloud and use topic vocabulary and sentence structure knowledge to understand a large part of the text
6	write opinion sentences independently and then extend writing with support to create a paragraph about school	<p>All topic vocabulary</p> <p>Opinions + indef articles le/la/les Parce que c'est + adjectives (without ending change)</p> <p>Using phonics knowledge to read a word/phrase/sentence aloud</p>	<ul style="list-style-type: none"> - Revision of school subject, opinions and time vocabulary in last week's reading text - Discuss sentence structure and paragraph content/formation - Vocab Challenge – use work in books find a selection of vocabulary and write out on colour coded rectangles - Cut up paper strips - Practice using the colour order (red/orange/green/blue) to make simple sentences - Now look at conjunctions and other phrases that can pad out and link up simple sentences, write on other coloured strips - Discuss punctuation and capital letters - Glue sentences in - Wordsearch for students who finish early 	To be able to construct a number of sentences on the topic of school subjects

7	<p>assess our learning throughout this topic, via a reading comprehension and translation task</p>	<p>All topic vocabulary</p> <p>All topic grammar</p> <p>Using phonics knowledge to read a word/phrase/sentence and recognise the vocabulary</p>	<ul style="list-style-type: none"> - Assessment tasks explained <ul style="list-style-type: none"> - Reading comprehension - 20 minutes maximum – read the text in French and answer the questions in English - Translation task - 20 mins maximum – complete the challenges to the highest level possible (all students must complete bronze) – translate French paragraph into English - Wordsearch and independent Blooket vocabulary games for students who finish early 	<p>To be able to complete a short assessment, using knowledge of topic vocabulary, grammar and sentence structure</p>
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Autumn Half Term 1 - Yr 5 French - School Topic Knowledge Organiser

Knowledge Organiser	
Yr5 Autumn 1 - School	
Opinions	
<i>I like...</i>	J'aime
<i>I don't like...</i>	Je n'aime pas...
<i>I hate...</i>	Je déteste...
<i>I love...</i>	J'adore...
<i>I prefer...</i>	Je préfère...
<i>I think that...</i>	Je pense que...
School subjects	
<i>Art</i>	le dessin
<i>Science</i>	les sciences
<i>English</i>	l'anglais
<i>Maths</i>	les mathématiques
<i>Music</i>	la musique
<i>French</i>	le français
<i>Geography</i>	la géographie
<i>History</i>	l'histoire
<i>P.E.</i>	l'éducation physique
<i>Computing</i>	l'informatique

Time			
<i>What time is it?</i>		Quelle heure est-	
<i>It is...</i>		Il est...	
<i>o'clock</i>		heure(s)	
<i>1 o'clock</i>	une heure	<i>2 o'clock</i>	deux heures
<i>3 o'clock</i>	trois heures	<i>4 o'clock</i>	quatre heures

<i>5 o'clock</i>	cing heures	<i>6 o'clock</i>	six heures
<i>7 o'clock</i>	sept heures	<i>8 o'clock</i>	huit heures
<i>9 o'clock</i>	neuf heures	<i>10 o'clock</i>	dix heures
<i>11 o'clock</i>	onze heures	<i>12 o'clock</i>	douze heures
<i>midday</i>	midi	<i>midnight</i>	minuit
<i>and a quarter (quarter past)</i>		et quart	
<i>and a half (half past)</i>		et demie	
<i>minus a quarter (quarter to)</i>		moins le quart	
<i>The Art lesson</i>		Le cours de dessin	
<i>The Art lesson</i>		La leçon de dessin	
<i>Break time</i>		La récréation	
<i>Lunch time</i>		L'heure du dîner	
<i>Lunch starts at</i>		Le déjeuner commence à	
<i>finishes at</i>		finit à	
<i>then</i>		puis	
<i>after</i>		après	

Days of the Week			
<i>On Monday</i>	Le lundi	<i>On Tuesday</i>	Le mardi
<i>On Wednesday</i>	Le mercredi	<i>On Thursday</i>	Le jeudi

<i>On Friday</i>	Le vendredi	<i>On Saturday</i>	Le samedi
<i>On Sunday</i>	Le dimanche	<i>Next week</i>	La semaine
<i>On Mondays</i>		Les lundis	
<i>In the morning</i>		Le matin	
<i>In the afternoon</i>		L'après midi	

Adjectives	
<i>interesting</i>	intéressant
<i>boring</i>	ennuyeux
<i>easy</i>	facile
<i>difficult</i>	difficile
<i>creative</i>	créatif
<i>fun/funny/amusing</i>	amusant
<i>rubbish</i>	nul
<i>super</i>	super
<i>My favourite subject is...</i>	
Ma matière préférée c'est...	
<i>I think that it is...</i>	
Je pense que c'est...	
<i>...because it is...</i>	
...parce que c'est...	

Any extra words or vocabulary...

Autumn Half Term 1 - Yr 6 French - Bedroom Furniture Topic Plan

Reading focus: understand the gist of an unfamiliar text using some familiar language, read and show understanding of a series of complex sentences using familiar language.
Writing focus: manipulate familiar language to present own ideas and information in more complex sentences, write and say a complex sentence manipulating familiar language, using a dictionary for new language, write complex sentences from memory manipulating familiar vocabulary with understandable accuracy, use the correct form of the definite article in singular and plural sentences.
Speaking focus: engage in a short conversation using familiar questions and express opinions, pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.
Listening focus: listen and show understanding of more complex sentences containing familiar words and unfamiliar words.

Week	Objectives WALT:	Key Vocab, Grammar Points , Phonics focus	Outline of Lesson Activities (T&TA Focus)	Plenary/Outcomes
1	Say and recognise the vocabulary for some items of furniture	Dans ma chambre il y a... Furniture m/f (See KO) m/f un/une ch = sh and silent letters e.g. dans	<ul style="list-style-type: none"> - Pronunciation predictions - Repetition games - Os+Xs listening game - Matching up and Wordsearch to consolidate spellings - Pictionary - Speaking game - Writing task – with common phrases 	Able to describe weather in a picture and comprehend partner to identify the picture chosen
2	Say what furniture there is and isn't in your bedroom	Il y a Il n'y a pas de Il n'y a pas DE + no article ch = sh and silent letters e.g. dans	<ul style="list-style-type: none"> - Review of vocab retention, phonics and pronunciation - Vocab repetition - Os+Xs listening game - Grammar rule – no article after il n'y a pas de - Speaking Task – practice grammar rule and pronunciation - Reading translation task - Online dictionary task - Blooket vocab consolidation games 	Able to form and understand simple sentences about bedroom furniture, including a negative and correct grammatical structure
3	Use common colours as adjectives and use their m/f spellings correctly	Colours + (e) m/f adjective endings and adjective word order e at the end of words e.g. vert - verte	<ul style="list-style-type: none"> - Repetition games for revision of furniture - Pair Speaking task – Bomb sentences with il y a and il n'y a pas de - Revision of colour vocab – Blooket game to extend vocab - Grammar discussion – colour m/f adjective endings and word order - Sentence practice and Manipulatives to support independent sentence forming - Listening task to recognise m/f adjective endings - Os+Xs listening game (full sentences) 	Able to form complete sentences containing the relevant m/f colour adjective

4	Use adjectives both before and after the noun in a sentence	Grand, Petit, Nouveau, Vieux adjective endings and BAGS adjective word order vieux and vieille	<ul style="list-style-type: none"> - Grammar discussion – adjective knowledge - Students identify if sentences are correct or not using grammar knowledge - Sentence building – with adjectives after nouns - New adjective vocab presentation and memory games - Trap door grammar game – adjective word order for B.A.G.S - Word jumble – practicing word order rules - Independent writing using trap door frame 	Able to use scaffold to write/form complete sentences containing 2 adjectives, one before and one after the noun
5	Use prepositions to describe the position of items in a bedroom	C'est sur, sous, devant etc use of le/la/les vs un/une/des pronunciation of r in sur, derrière, entre	<ul style="list-style-type: none"> - Revision of special order adjectives, trap door game and word jumble to practice using correct adjective order - Repetition of new vocab and a selection of learning games, focus on listening and comprehension skills - Grammar point – use of le / la / les – practice switching from one to the other - Sentence building using c'est + preposition – whiteboards to practice if needed - True or false preposition sentences - Blookey – prepositions vocab 	Able to form a short sentence using c'est, a preposition and an item of furniture
6	Recognise longer preposition phrases with 'de' within a text describing the position of items in a bedroom	C'est sur, sous, devant etc preposition phrases using de - du/ de la /des Reading aloud known vocabulary	<ul style="list-style-type: none"> - Revision of prepositions in simple c'est sentences - Repetition games to learn longer preposition phrases - Reading aloud - pronunciation practice of known vocab - Highlighting key vocab in different colours - Working out the meaning of extra vocab from context - Questioning to understand / predict the rule for du/de la/ des 	Able to understand sentences with prepositions.
7	write descriptive sentences independently and then extend sentences with support to describe a bedroom in detail	Topic Vocab (see KO below) Building sentences using prepositions and conjunctions correctly. Reading aloud known vocabulary	<ul style="list-style-type: none"> - Number code game to revise vocab and word order - Independent vocab revision - Sentence building - independent writing task - Sentence extending – using preposition vocab to extend independent writing - Paragraph improvement – Using KO to support checking and extending of paragraph - Final draft written out below 	Written and improved sentences containing furniture, adjectives, and prepositions.

Autumn Half Term 1 - Yr 6 French - Bedroom Furniture Knowledge Organiser

<h2 style="text-align: center;">Knowledge Organiser</h2> <p style="text-align: center;">Yr 6 Aut 1 Bedroom Furniture</p>	
Dans ma chambre <i>In my bedroom</i>	il y a... <i>there is...</i> il n'y a pas de... <i>there is not any...</i>
GRAMMAR POINT - if you are using 'il n'y a pas de' then you NEVER use and article (un/une/des)	
<i>a bed</i> <i>a teddy</i> <i>an alarm clock</i> <i>a computer</i> <i>a desk</i> <i>a chair</i> <i>a chest of drawers</i> <i>a music system</i> <i>a wardrobe</i> <i>some posters</i>	un lit un nounours un réveil un ordinateur un bureau une chaise une commode une chaîne hifi une armoire des posters

Colour Adjectives	
<i>red</i>	rouge
<i>orange</i>	orange
<i>yellow</i>	jaune
<i>brown</i>	marron
<i>pink</i>	rose
<i>green</i>	vert(e)
<i>blue</i>	bleu(e)
<i>grey</i>	gris(e)
<i>black</i>	noir(e)

<i>violet</i>	violet(te)
<i>white</i>	blanc(he)
GRAMMAR POINT - colour adjectives always come after the noun and must agree with the gender of the noun e.g. une chaise verte	
Special Order Adjectives	
<i>big</i>	grand(e)
<i>small</i>	petit(e)
<i>new</i>	nouveau/nouvelle
<i>old</i>	vieux/vieille
GRAMMAR POINT - these adjectives always come before the noun and must also agree with the gender of the noun e.g. une petite chaise	

Prepositions	
C'est <i>It is</i>	
<i>on top of/above</i>	sur
<i>underneath</i>	sous
<i>in front of</i>	devant
<i>behind</i>	derrière
<i>in between</i>	entre
<i>in/inside</i>	dans
<i>near to</i>	près de
<i>far from</i>	loin de
<i>facing / opposite to</i>	en face de
<i>next to</i>	à côté de
<i>on the left of</i>	à gauche de
<i>on the right of</i>	à droite de
<i>the bed</i>	le lit
<i>the chair</i>	la chaise
<i>the posters</i>	les posters

GRAMMAR POINT - preposition phrases that use de	
combine with the m/f/pl word for the , as shown below:	
<i>near to</i>	près de
<i>near to the bed</i>	près du lit
<i>near to the chair</i>	près de la chaise
<i>near to the posters</i>	près des posters
Extra Phrases	
Si j'étais riche, j'aurais... <i>If I were rich, I would have...</i>	
Quand j'étais petit(e), j'avais... <i>When I was small, I used to have...</i>	
J'aimerais avoir... <i>I would like to have...</i>	
J'ai... <i>I have...</i>	
Je n'ai pas de... <i>I do not have any...</i>	

Conjunctions		Opinions	
<i>and</i>	et	<i>I like</i>	J'aime
<i>also</i>	aussi	<i>I don't like</i>	Je n'aime pas
<i>or</i>	ou	<i>I love</i>	J'adore
<i>but</i>	mais	<i>I hate</i>	Je déteste
<i>however</i>	pourtant		

Any extra words or vocabulary...

