Modern Foreign Language-French Curriculum

KS2 National Curriculum

- 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.

| La Jolie | Ronde Scheme of work | | | | | | | | | |
|----------------------|---|---|--|--|---|--|--|------|--|--|
| Year 3 | Listening | Speaking | | Rea | ding | | Writing | | Grammar | |
| Knowledge and skills | Listen to familiar spoken wor and phrases. Respond to familiar spoken words and phrases. | simple words, phrases sentences. Explore the patterns ar of language to help dev | simple words, phrases and short sentences. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. | | familiar written words and phrases. | | Write familiar words using a model. Write familiar words from memory. | | Understand some basic grammar appropriate to the language being studied: • gender – masculine/ feminine – nouns (singular) • word order of adjectives • how to form the negative. | |
| No. | Autumn A | Autumn B | S | pring A | Spring | В | Summer A | | Summer B | |
| Kn | Numbers 0 – 10 Greetings – asking and saying how you are | Days of the week Classroom instructions Ask for and give name | Ask for and state age Colours | | Verb —est (is) Connective —et (and) French Easter Traditions | | Names of fruit and food items | t | Months of the year Revision | |
| Learning outcomes | Learn numbers 1-10. Label numbers of objects. Have a brief conversation. | Write the day of the date independently. Learn simple classroom instructions in French. Follow instructions given in French. Have short conversation. | applying ki number. Learn colo | er conversations nowledge of urs in French. cts with colours. | Write simple sen describe colours Use conjunctions sentences about (recap conversat from earlier in th | of objects. s to extend yourself cion skills | Learn names of fruits, a some food items, in Fre Label images accurately | nch. | Learn the names of the months of the year in French. Understand when in the year different foods are eaten (recapping prior knowledge: numbers, name, age, verb –est, -et, food, days of week) | |

| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|-------------|----------------------------------|--------------------------------------|-----------------------------|------------------------------|-------------------------------------|------------------------------|
| | Speaking - Count to 10 | Listening – Dramatise | Speaking and listening - | Speaking and listening - | Speaking and listening - | Speaking and listening - |
| | forwards and backwards. | simple classroom | Recap numbers to 10 eg | Vrai ou faux / Jacques a dit | Use linguascope to listen to | Use of linguascope to listen |
| | Speaking and listening - | instructions. | songs, matching and | starters to recap colours | the pronunciation of | to pronunciation. Match |
| | Respond to visual and | Listening - Follow simple | labelling. | and classroom instructions | different foods and repeat. | spoken word to image. |
| | spoken cues of a number | instructions given in French | Introduce key question and | Introduce est – is. | Match the spoken word to | Respond to image with |
| | given with the correct word | in all lesson <mark>s.</mark> | answers –activity class | Say simple sentences C'est | corresponding image. | correct word. |
| | in French and English | Writing - Write the day of | survey of ages. | marron etc to describe the | Respond to image with | Reading - Use linguascope |
| | respectively. | the week c <mark>onf</mark> idently. | Writing - Write numbers in | colour of an object. | c <mark>orr</mark> ect spoken word. | to match written month |
| | Writing - Label objects with | Label images of classroom | French into sentences | Writing - Write simple | Reading - Use linguascope | with image. |
| | the correct number in | routines with French | about age shown by | sentences to describe an | to match the written word | Writing - Label months on |
| | French. | instruction. | number of candles on a | object | with appropriate image of | images. |
| 50 | Listening - Dramatise key | Speaking and listening - | birthday cake. | Reading - Read simple | <mark>fo</mark> od. | Date with both day and |
| 'n | words for how we are. | Ask and answer key | Reading - Match child to | sentences and colour the | Writing - Label foods | month. |
| of learning | Reading - Match images to | questions. | number based on how old | picture accordingly. | Reading - Draw the food | Reading and writing - |
| | key words. | Respond to the register | they are. | Speaking and listening - | each child eats. | (Revision of prior learning) |
| Sequence | Speaking and listening - | with their name. | Speaking and listening - | Recap previous key | Speaking and listening - | Read passage and draw |
| edne | Ask and respond to key | Reading - Label a person | Use linguascope – practise | question, then combine | Use songs to practise | how many of each food |
| Se | questions. | with their name based on | listening and responding to | two questions. Use the | saying days of week in | items were eaten in |
| | | what they have read in a | colours in French. Use | conjunction et to extend | order. | different days and months. |
| | | sentence. | coloured multilink cubes to | questions and responses. | Reading - Use vrai ou faux | Writing - Label the food |
| | | | match to French word. | Writing - use et to label | game when showing word | plates. |
| | | | Use linguascope – match | picture with more than 1 | cards for day. | |
| | | | image of colour to written | colour. | · | |
| | | | words. | Cultural understanding – | | |
| | | | Reading - Find colours in | compare French Easter | | |
| | | | words searches and circle | traditions with English | | |
| | | | corresponding colours. | traditions. | | |
| | | | Writing - label images with | | | |
| | | | colours. | | | |
| | | | verv Li | THU a | L | 1 |
| | | | | | | |

Confident Learner

| | Numbers zéro zero un one | | | Greetings | | Social | conventions | Fruit | /food | Mo | onths |
|-----------------|--------------------------|--------|----------------------------------|--------------------------------|-------|-------------------------|--------------------|-----------------------------|---------------|-------------|-------------|
| | zéro | zero | bonjour | hello | | Comment | What's your | les oranges | oranges | janvier | January |
| | un | one | au revoir | goodbye | | t'appelles-tu? | name? | les poires | pears | février | February |
| | deux | two | comment ça va? | how are you | ı? | Je m'appelle | I'm called | les prunes | plums | mars | March |
| | trois | three | ça va bien | I am fine | | Monsieur | Mr | les fraises | strawberries | avril | April |
| | quatre | four | très bien, mal, c <mark>o</mark> | <mark>m</mark> me great, poorl | у | Madame | Mrs | les pom <mark>me</mark> s | apples | mai | May |
| | cinq | five | ci, comme ça | so so/ok | | Mademoiselle | Miss | les tomatoes | tomatoes | juin | June |
| | six | six | merci | thank you | | Quel âge as-tu? | How old are you? | les bana <mark>ne</mark> s | bananas | juillet | July |
| | sept | seven | excellent | excellent | | | I'myears old | c'est bon | it's good | août | August |
| | neuf | eight | super | great | | J'aians | | c'est maurvals | it's bad | septembre | Septemb |
| | huit | nine | très bien | very good | | | | les chips | crisps | octobre | October |
| | dix | ten | Instructions | classroom language | е | C | olours | le coca <mark>col</mark> a | coca cola | novembre | Novembe |
| | | | Salut! | Hi | | rouge | red | les suc <mark>ette</mark> s | lollipops | décembre | Decembe |
| | | | un(e) | a | | bleu | blue | le cho <mark>col</mark> at | chocolate | | |
| | | | écoutez | listen | | bllanc | white | les bonbons | sweets | | |
| | C | Other | regardez | look | | vert | green | Days of | the week | | |
| | oui | yes | assevez-vous | sit down | | noir | black | lundi | Monday | | |
| .> | non | no | levez-vous | stand up | | jaune | yellow | ma <mark>rdi</mark> | Tuesday | | |
| Core Vocabulary | | | répétez | repeat | | orange | orange | m <mark>erc</mark> redi | Wednesday | | |
| | est | is | silence! | quiet! | | rose | pink | j <mark>eu</mark> di | Thursday | | |
| 700 | | | Venez ici | come here | | marron | brown | <mark>ve</mark> ndredi | Friday | | |
| ē/ | | | | | | grls | grey | samedi | Saturday | | |
| Ö | | | | | | violet | purple | dimanche | Sunday | | |
| | | Christ | mas | | Games | | Ingre | dients | | Easter | |
| | Marie | | Mary | un jeu | a ga | ame | la farine | the flour an egg | un oeuf de P | âques an Ea | aster egg |
| | Joseph | | Joseph | un livre | a bo | | un oeuf | the milk | un lapin de P | • | aster bunny |
| | Jésus | | Jesus | des vêtements un | son | ne clothes | le lait | the sugar | un poussin | a chi | ck . |
| | les berger | S | the shepherds | DVD | a D | VD | le sucre | the salt | du chocolat | un some | e chocolate |
| | les mouto | ns | the sheep | un ballon de | a fo | otball | le sel | the lemon juice | bonnet de Pa | àques Easte | er bonnet |
| | les rois | | the kings | football | | | le jus de citron | (put) | les agneaux | the la | ambs |
| | in ange | | an angel | | | | (mettez) (ajoutez) | (add) | les oiseaux | the b | irds |
| | l'aubergist | te | the innkeeper | Cher | Dea | ar | (mélangez) | (stir/mix) | les fleurs | the fl | lowers |
| | les enfant | S | the children | | | | | | | | |
| | Bethléem | | Bethlehem | Je voudrais | l wo | ould like | | | | | |
| | le bébé | | the baby | | | 216 | | | | | |
| | un cadeau | ļ | a present | EV | | V | | | | | |
| | une étoile | | a star | - | - | 1 | 11100 | | | | |
| | une écurie | 9 | a stable | | | | | | | | |
| | une cham | bre | a room | | 0 | 1 | | | | | |
| | | | | | | ATTENDANCE OF THE PARTY | | | | | |

KS2 National Curriculum

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| La Jolie | Ronde Scheme of work | | | | | | | | |
|----------------------|--|-----------------------------|----------|--|--|--|------------------------|--|---|
| Year 4 | Listening | Speaking | | Read | ing | | Writing | | Grammar |
| Knowledge and skills | Listen for specific phonemes, words and phrases. | | | Read and understa written words, ph texts made of sim Read a wider rang phrases and sente Follow text while I reading at the sam Apply phonic know support reading a phrases and sente increasingly accur- pronunciation. | rases and short ple sentences. e of words, ences aloud. listening and ne time. wledge to nd read words, ences aloud with | Write a short text using a model. Write a few simple sentences from memory. Apply phonic knowledge to support writing. | | appr being • ger neu plu • ver que | erstand some basic grammar ropriate to the language g studied: nder – masculine, feminine uter – nouns (singular and iral); adjectives, pronouns ibs - 1st, 2nd 3rd persons in estions and answers w to form the negative. |
| | Autumn A | Autumn B | | Spring A | Spring | В | Summer A | | Summer B |
| | Revision of colours | Asking for French | Zoo anir | nals | Verb être (to be | e): Il est | Members of the family | , | Pets |
| | Parts of the body | translations | Letters | of the alphabet | (He is), Elle est (| (She is) | Possessive pronouns: n | mon, | French stories |
| | | Adjectives | Vowels | | Quantifiers: ass | ez, très | ma | | |
| S | Name parts of the body. | Use adjectives to describe. | | y pronounce | Use the verb et | | Identify and name fam | ily | Use adjectives to describe |
| l me | Describe parts of the body | Ask for translations to | | n the alphabet. | Include quantifi | | members. | | pets. |
| outcomes | using colours. | describe characters. | | oo animals with | expand sentence | ces. | Describe who is in own | 1 | Follow a French story and |
| 00 | Decode sentences using | Describe a characters' | | pronunciation. | 001 | 100 | family. | | join in. |
| n | knowledge of colours and | personality and physical | | zoo animals using | Leai | | Write a song about ow | 'n | |
| Learning | body parts. | appearance. | adjectiv | es. | | " " | family, or make a | | |
| Lea | | | | | | | presentation about ow | /n | |
| | | | | | | | family. | | |

| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|----------------------|--------------------------------|--|-----------------------------|--------------------------------|------------------------------------|-------------------------------------|
| | Writing and listening - Use | Writing and listening - Use | Writing and listening - Use | Writing and listening - | Speaking - Practise | Speaking - Practise |
| | hang man and Jaques a dit | hang man and Jaques a dit | hang man and Jaques a dit | Use hang man and Jaques | speaking to family | speaking the names of |
| | (Simon Says) as starters and | (Simon Says <mark>) as starters and</mark> | (Simon Says) as starters | a dit (Simon Says) as | members. | pets. Describe pets with |
| | plenaries to help revise prior | plenaries t <mark>o h</mark> elp revise prior | and plenaries to help | starters and plenaries to | Listening - Play Bingo with | adjectives learnt |
| | learning of numbers and | learning o <mark>f nu</mark> mbers and | revise prior learning of | help revise prior learning | f <mark>ami</mark> ly members. | previously. |
| | colours. | colours. C <mark>hild</mark> ren to have | numbers and colours. | of numbers and colours. | Speaking and listening - | Linguascope – embed and |
| | Speaking and listening - Sing | turns host <mark>ing</mark> it. | Listening - Use secondary | Speaking and listening - | Have conversations talking | practise speaking, reading |
| | and act 'Head shoulders | Reading, writing and | sources (videos singing the | Use Verb être (to be): Il | about our own families. | and listening skills. |
| | knees and toes in French.' | speaking - <mark>Us</mark> e Lingascope | alphab <mark>et)</mark> | est (He is), Elle est (She is) | Linguascope – embed and | Listening – Play pet bingo - |
| | Writing - Label a body. Draw | Children to access and play | Writing - Write the | with partners to play | practise speaking, reading | (Children to draw 6 |
| | around someone and label | selected ga <mark>me</mark> s (trouve les | alphabet out and the | guess who. take turns | and listening skills. | animals. Teacher will call |
| | in groups. Use dictionaries | legends, sn <mark>ap a</mark> nd le pendu) | phonic sound of the word | describing an animal, | Listening – watch videos to | them out in French and |
| | to help find new parts. | to learn adje <mark>ctiv</mark> es to | to create a sound bank to | monster or character and | recap hearing other French | children to listen.). |
| | Speaking - Describe hair and | describe pers <mark>ona</mark> lity and | help remember the | the partner has to guess | accents. | Reading - Read and |
| 8 | eyes. Introduce the sentence | looks. Go throu <mark>gh</mark> learning | letters. Identifying vowels | which one it is. | Reading – Play activities | translate a French story. |
| I I | J'ai les yeux and discuss | vocabulary and get children | as well – including y. | | with vrai au faux/ | Reading – Play activities |
| Sequence of learning | what is different about the | to orally say them. | Speaking - Use freeze | | translation activities. | with vrai au faux/ |
| o | sentence structure. Describe | Speaking - Introduce the | frames of zoo animals. Act | | Writing - Write a song or a | translation activities |
| uce | to a partner the description | phrase -comment dit on | them out and freeze so | | rap about family members | relating to story. |
| due | of their hair and eyes. | en Francais. Practice saying | others can guess the | | using prior knowledge – | |
| Se | Reading and Writing - | it. With a partner use this | animals they are | | numbers and adjectives. | |
| | Decode a monster story. | phrase and ask for the | portraying in French. | | mambers and adjectives. | |
| | Then use prior knowledge | translation of an adjective. | Listening - Zoo animal | | | |
| | and knowledge of body parts | Speaking - Describe a friend | bingo (Children to draw 6 | | | |
| | to write it in French. Draw | with il est and elle est using | animals. Teacher will call | | | |
| | the monster and colouring it | the adjectives that have | them out in French and | | | |
| | in correctly. | been translated. | children to listen.) | | | |
| | Listening – Play body part | Reading and Writing - | | | | |
| | bingo. (Children to draw 6 | Match words to their | | | | |
| | parts. Teacher will call them | English translation. | 10 W. CL | | | |
| | out in French and children to | Reading and Writing – | erv (r | ııld a | | |
| | listen.) | Understand the spelling | | 11100 | | |
| | Listening and Reading - Vrai | changes for a feminine | | | | |
| | au faux challenges at the | adjective. | Fidont | AOMA | 147 | |
| | end of the lessons. | CON | ngent | Learne | | |

| | Body parts une tête a head | | Anim | als | | Trans | port | | Adje | ctives | F | Pets |
|-----------------|----------------------------|---------------|---|-----------------|----------|---------------|--------------|-----|--|---------------------|---------------|--------------|
| | une tête | a head | le tigre | the tige | er | Où? | Where? | gı | rand/grande | big | le chat | the cat |
| | un nez | a nose | l'éléphant l'ours | the elep | ohant | en bateau | by boat | р | etit/petite | small | un chien | a dog |
| | des dents | some teeth | la souris | the bea | ır | en voiture | by car | | ros/grosse | fat | un hamster | a hamster |
| | des cheveux des | some hair | le lion | the mo | use | en car | by coach | | ong/longue | long | un lapin | a rabbit |
| | yeux | some eyes | la gir <mark>afe</mark> | the lion | 14 | en train en | by train | - | ointu/pointue | pointed | un poisson | a fish |
| | une bouche des | a mouth | le sin <mark>ge</mark> | the gira | iffe | avion | by plane | | norme/énorme | enormous | un cochon | a guinea pig |
| | oreilles | some ears | le cr <mark>oco</mark> dile le | the mor | nkey | | | | éroce | ferocious | d'Inde | |
| | le corps | the body | ping <mark>oui</mark> n | the cro | codile | 0 | | _ | entil | nice | un oiseau | a bird |
| | le bras | the arm | | the pen | iguin | | // ~ | ri | igolo | funny | le poussin | the chick |
| | la jambe | the leg | Key words | /phrases | | W | inter | | We | eather | le châton | the kitten |
| | le pied | the foot | il est/elle est | he is/she is/it | | Qu'est-ce que | What is it? | y | il fait chaud | it's hot | | |
| | le ventre | the stomach | assez | is quite | | c'est? | | | il fait froid | it's cold | le moulin | the mill |
| | l'épaule | the shoulder | très | very | | un bonhomme | a snowman | | très | very | Vite | quickly |
| | le genou | the knee | | | | de neige | | | un peu | a bit | le meunier | the miller |
| | le bras | the arm | | | | un chapeau | a hat | | un pantalon un | trousers shorts | fort | strong |
| | la main | the hand | Oh là là! | My word! | | une écharpe | a scarf | | short | a skirt | tirer | to pull |
| ≥ | Gam | ı | J'aime ça! | I like th | at! | des gants | some gloves | | une jupe | a jumper | tomber | to fall |
| Core Vocabulary | à toi | your turn | | | | un manteau | a coat | | un pull | a T shirt | | |
| cab | à moi | my turn | | this way | у | il fait froid | it's cold | | un tee-shirt | a hat | | |
|) Š | le dé | a dice | par là | that wa | ıy | il neige | it's snowing | | un <mark>cha</mark> peau | a shirt | | |
| ore | J'ai | I have | V | | | | | | une chemise un | a swimsuit | | |
| 3 | Je n'ai pas de | I haven't | | | | | | | maillot | | | |
| | et | and | | | | | 1 | | de bain | sunglasses | | |
| | aussi | also | | | | | | | des lunettes de | | | |
| | | | | | | | | | soleil | | | |
| | | Conversat | | | | | Family | | | | Hobbies | |
| | Comment dit-on | en | How do you say | in | le père | | the father | | da | inser | to dance | |
| | français? | | French? | | papa | | dad | | na | iger | to swim | |
| | As-tu des frères o | u des soeurs? | Have you any brot | hers or | la mère | 2 | the mother | r | jo | uer au football | to play footl | pall |
| | | | sisters? | | mamar | | mum | | m | anger au restaurant | eat at a rest | aurant |
| | deux frères | | | | le frère | | the brothe | r | lir | e | to read | |
| | trois soeurs | | two brothers | N # | la soeu | | the sister | | Control of the Contro | garder la télé | to watch TV | |
| | Oui, Jai | | | -V | le gran | d- père | the grandfa | ath | er al | ler au parc | go to the pa | rk |
| | Je n'ai pas de frère | es | Yes, I have | - 0 | la gran | | the grandn | | | adore | I love | |
| | Je n'ai pas de soeu | ırs | I have no brothers | | la petit | e fille | the grandd | lau | ghter J'a | aime | I like | |
| | Je n'ai ni frères ni | soeurs | I have no sisters | -1 | mon | | my (mascu | | | n'aime pas | I don't like | |
| | Tu aimes? | | I have no brothers sisters Do you like | | ma | ent | my (femini | ne | singular) | | | |
| | | | | | | | | | | | j | |

KS2 National Curriculum

La Jolie Ronde Scheme of work

Autumn A

Buildings on the high street

Directions

- 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

intonation.

French Christmas theme

Hobbies/sports

Autumn B

- 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.

| Year 5 | Listening | Speaking | Reading | Writing | Grammar |
|-------------------|---|---|--|--|---|
| wledge and skills | Listen attentively and understand more complex phrases and sentences. | Take part in short conversations using familiar structures and vocabulary. Use simple conjunctions to build more complex sentences and present information to others. Understand and express more complex opinions. Explore the patterns and sounds of language to help develop accurate pronunciation and | Read a variety of short simple texts in different formats and in different contexts. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. | Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words. | Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine, neuter – adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs. |

Spring B

Recap of fruit and food

items

Breakfast French desserts Summer A

Weather

Seasons

Summer B

Describe where you live

Revision

Every Child a Confident Learner

Spring A

Short conversations

Pause words

Times of day

| Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|---|--|--|---|---|--|
| Learn the names of common high street shops and buildings. Design and label their ideal high street. Compare French and English high streets (cultural understanding) Ask for and give directions to locations. Read and write directions around town. | Learn the names of common hobbies and sports. Say which sports and hobbies they like, love, dislike and hate. Label sports and hobbies others enjoy (grammar – conjugation of verb aimer) Learn how French Christmas traditions differ to our own (cultural understanding). | Learn how to say morning, afternoon and evening in French. Develop an understanding of conversational skills (pause words used by the French) Have short conversations about their hobbies at different times of day. Label sports and hobbies others do at different times of day (grammar conjugation of jouer and faire) | Recap fruits covered in year 3. Introduce new vocabulary for breakfast foods and desserts. Say which foods they like to eat at different times of day. Label foods others eat at different times of day (grammar conjugation of verb manger) | Learn how to say the weather in French. Learn the seasons in French. Say which weather often occurs in different seasons. Write brief descriptions of the weather. | Learn to say different types of homes/houses in French. Have short conversations about where they live (recapping directions and buildings on the high street) and the weather there. |
| Use linguascope to listen to pronunciation and spellings of buildings on high street. Writing - Label and match buildings on the high street to words. Reading - Use of Vrai ou faux to practise reading skills and understanding. Speaking and listening - Practise asking and responding to key questions about directions. Writing - Write simple sentences to give directions (recap conjunction -et if needed) | Listening and reading - Use linguascope to listen to pronunciation and spellings of hobbies and sports (focus on those relevant to class interests!) Reading and writing - Label and match images of different hobbies and sports with their words. Speaking and listening - Introduce language of opinion, focusing on likes and dislikes (aimer), loves (adorer) and hate (detester). Speaking - Introduce relevant adjectives to add detail and explanations for their opinions. Grammar, speaking and listening - Practise conjugating verb aimer to express the likes of other people. Cultural understanding - Compare images and descriptions | Speaking and listening - Use songs to listen to pronunciation and practise speaking skills. Reading - Use La Jolie Ronde lessons to learn spellings of different times of day. Reading and writing - Label and match images of the different times of day. Listening - Listen to authentic conversations to learn about pause words and phrases (also on La Jolie Ronde) Speaking - Practise speaking about hobbies, sports and activities that are done at different times of day (recapping prior knowledge). Grammar and speaking - Practise conjugating verbs faire, jouer and aller to discuss what others do at | Reading - Vrai ou faux starters to recap fruits from year 3. Listening and reading - Use linguascope to listen to pronunciation and spellings of breakfast foods and desserts. Speaking and listening - Have short conversations about what foods they like to eat at different times of day (recapping prior knowledge – opinions and times of day). Reading and writing - Match and label pictures of foods. Read and write sentences about what others like to eat at different times of day – conjugation of verb manger. | Speaking and listening - Use songs as starters to learn seasons. Speaking and listening - Use linguascope to listen to pronunciation and spellings of different weather conditions. Reading and writing - Label and match pictures of weather conditions. Reading read and understand a weather report. (La Jolie Ronde activity) Speaking - Present own weather report - practise numbers. Writing - Write simple sentences about the weather during the different seasons using the conjunction et where | Reading - Vrai our faux starters to recap buildings on the high street. Listening and reading - Use linguascope to listen to pronunciation and spellings of common buildings that can be homes. Reading and writing - Label and match images of homes to the word. Speaking and listening - Have short conversations describing where they live, recap prior knowledge of buildings on the high street and weather. Writing and grammar - Write a short paragraph about where they and others live. (conjugation |

of England.

| | Pla | aces | Nur | mbers | Reci | ipes | , | /erbs | Sea | sonal |
|-----------------|-----------------------------|------------------|------------------------------------|------------------------|------------------------------|----------------------|----------------------------------|----------------------------|--------------|---------------|
| | il y a | there is | trente | thirty | le beurre | butter sugar | jouer au + sport | to play + sport | la forêt | the forest |
| | un marché | a market | quarante | forty | le sucre | eggs | nager | to swim | il neige | it's snowing |
| | un magasin | a shop | cin <mark>quante</mark> | fifty | des oeufs le | salt | faire du jogging | to go jogging | un sapin | a fir tree |
| | un supermarché une poste | a supermarket | | FA | sel | | danser regarder la télévision | to done | je brille | I'm sparkling |
| | une banque | a post office | | | | | television | to dance to watch TV | une bougie | a candle |
| | un café | a bank a café | | | | | | to watch iv | | |
| | une mairie | a town hall | | | ~ 0 | | | | | |
| | un magasin de | a clothes shop | | | | // | | | en automne | in autumn |
| | vêtements une | a clothes shop | Verringer | da/mhuasas | | | | Waathau | en hiver | in autumn |
| | boulangerie | a bakers | | ds/phrases | | ime . | | Weather | au | in winter |
| | _ | a bakers | et | and | matin | morning | il fait froid | it's cold | printemps | in spring |
| | | | petit | small | après-midi | afternoon evening | il fait chaud | it's hot | en été | in spinig |
| | | ersation | gra <mark>nd</mark> | big | soir | at 10 o'clock | il fait beau | it's lovely weather | extension: | in summer |
| | et alors | well | aussi | also on the left on | à 10 heures à 4 heures et | at half past | 7 | it's poor weather | normalemen | |
| | eh bien | well | à gau <mark>che</mark> à droite | the right is | demie | four | il fait mau <mark>vai</mark> s | it's sunny | t | normally |
| ح ا | mmm | mmm | il y a? | there? | très | very | il y a du <mark>sol</mark> eil | it's windy | en général | generally |
| la E | voyons | let's see | ici | here | assez | quite | il y a du vent | it's foggy | | |
| Core Vocabulary | oui | yes | c'est | it is | u33C2 | | il y a du vent | | | |
|) V | plus que | more than I'm | au coin | on the corner | | | il pleut | it's raining | | |
| Ore | Je vais + verb – | going to | J'aime | l like | | | il neige | it's snowing | | |
| ŭ | | | Je n'aime | | | | Hicigo | | | |
| | | | pas | I don't like | | / | | | | |
| | | | | Food | | | | | Places | |
| | le pain | bı | read | le gâte | au | cake | | J'habite à + town | I live in | |
| | la baguette | Fr | ench stick | les bis | cuits | biscuits | | dans le nord | in the north | |
| | le riz | rio | ce | les chi | ps | crisps | | dans le sud | in the south | |
| | les pâtes | pa | asta | les frit | es | chips | | dans l'ouest | in the west | |
| | les pommes de ter | rre po | otatoes | la sala | de | lettuce/sala | ad | dans l'est de l'Angleterre | in the east | |
| | le jambon | ha | am | les car | ottes | carrots | | | of England | |
| | le poisson | fis | sh _ | les pet | its pois | peas | | | | |
| | le fromage | ch | neese | une ta | rtine | a slice of b | read and butter | | | |
| | l'eau | W | ater | LVCI | Y | a croissant | | | | |
| | le yaourt | | oghurt | un cro | | | r pastry with dark | | | |
| | le chocolat | | nocolate | un pai | n au chocolat | chocolate | in the centre | | | |
| | la glace | | | ntic | lent | Lea | arnei | | | |

KS2 National Curriculum

- 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.

| La Jolie Ronde | Scheme | of work |
|----------------|--------|---------|
|----------------|--------|---------|

| Year 6 | Listening | Speaking | T | Rea | ding | 4 | Writing | | Grammar |
|----------------------|---|---------------------------|--|---|--------------------------------|---|--|----------------------------|---|
| Knowledge and skills | Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions. Use spoken language and sustain simple con familiar topics and incidents or tell storic experience. Understand and beging past tense to describ present to an audien play, presentation, p | | versations o describe from own to use the events. e.g. role- | Read aloud from expression. Read and unders points and some short written pas | tand the main detail from a | short texts Write a few memory, u | ences and construct using a model. v sentences from sing knowledge of tand structure. | approbeing being vert tens | erstand some basic grammar opriate to the language g studied: os –begin to use the past se, reinforce understanding uture tense erbs. |
| 호 | Autumn A | Autumn B | S | pring A | Spring | В | Summer A | | Summer B |
| | Classroom routines | Clothes | Occupation | ns | Rooms in the hou | use | Holiday destinations | | Revision |
| | Initiate and sustain | Justifying opinions | Phrases to | use when | Furnit ure | | Booking accommodation | on | Presentations |
| | conversations | | playing gar | mes | | | | | |
| | Describe their usual routine | Learn the names of | Learn how | to say common | Learn the names | of | Learn the names of | | Present their learning |
| es | at school. | common items of clothes. | occupation | ns. | different rooms i | n the | different countries in | | about French. |
| E | Have conversations about | Matching and labelling of | Write abou | ut the | house. | | French. | | |
| outcomes | their school routines | clothes. | occupation | ns of others. | Explain what furr | niture is | Learn how to say differ | ent | |
| | incorporating prior | Express opinions about | Play games | appropriately | found in differen | t rooms of | methods of transport ir | n | |
| in g | knowledge of times of day, | clothing, giving reasons. | using key l | anguage. | the house. | | French. | | |
| Learning | days, months, food and | Bases 1 | | y -1 | 1110 | | Have conversations abo | out | |
| Le | hobbies where relevant. | | | | | | booking accommodation | on | |
| | | | F 0 | - | | | for a holiday. | | |
| | | Con | ITIC | lent | Lear | ne | r | | |

| | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|----------------------|--------------------------------|----------------------------------|-----------------------------|-------------------------------|---|------------------------------|
| | Listening – Use Jacques a | Reading – Use Vrai ou faux | Listening and reading - Use | Listening and reading - Use | Reading - Vrai ou faux | Speaking, Listening, |
| | dit starters to practise prior | starters to recap prior | linguascope to listen to | linguascope to listen to | starters to recap types of | Reading and Writing - |
| | learning of classroom | learning of colours. | pronunciation and learn | pronunciation and learn | buildings and numbers. | Recap areas of struggle – |
| | instructions. | | • | | _ | |
| | | Listening and reading - Use | spellings of common | spellings of rooms of the | Listening and reading - Use | particularly those areas not |
| | Listening and reading - Use | linguascope to listen to | occupations (les metiers) | house (ma maison) and | linguascope to listen to | recapped this year (eg pets, |
| | linguascope to listen to | pronunciation and learn | Reading and writing - | furniture items (le mobilier) | p <mark>ron</mark> unciation and learn | animals, body parts, |
| | pronunciation and learn | spellings of common | Match and label images of | Writing - Design and label | spellings of different | members of family, |
| | spellings of school subjects | clothing ite <mark>ms</mark> . | different occupations. | own house floor plans. | c <mark>oun</mark> tries (les pays) and | hobbies, food etc) |
| b0 | (les matieres). | Writing and reading - Label | Writing – write simple | Become an interior design | <mark>mod</mark> es of transport (les | Use linguascope games to |
| i | Reading and writing - | and match <mark>ite</mark> ms of | sentences about what they | and design and label the | t <mark>ran</mark> sport). | practise prior knowledge |
| arr | Match and label images of | clothing. | want to be when older. | furniture in different parts | Reading and writing - | and skills. |
| <u> </u> | school subjects. | Grammar, speaking and | Reading - Use La Jolie | of the house. | Match and label different | Writing – prepare a |
| Sequence of learning | Writing - Re-draft class | listening - Recap language | Ronde lessons for learning | Write an advert for their | flags and countries. | presentation to show their |
| uče | timetable in French – apply | of opinions (aimer, adorer, | common languages of | house including details of | Writing – Write simple | learning of French |
| <u>ne</u> | prior knowledge of days, | detester) | games. | furniture included in the | sentences about how they | |
| Sec | times of day etc. | Speaking and listening - | Speaking and listening - | sale. | would travel to different | |
| , | Speaking and listening - | Introduce adjectives to | Play games in French with | Speaking - persuade | countries. | |
| | Have a conversation about | justify opinions about | each other. | someone to buy their | Speaking and listening - | |
| | class routines. | clothes. | | house. | Have conversations about | |
| | | Writing and grammar- | | | where they want to go on | |
| | | describe what others are | | | holiday, how they will get | |
| | | wearing (conjugation of | | | there and what their | |
| | | verb porter) and their own | | | accommodation will be | |
| | | opinions on it. | | | (linguascope ou j'habite) | |
| | | Sp5115 611 161 | | | (Gussoope ou j musite) | |

Every Child a Confident Learner

| | Holiday | | Jobs | | | Conversation | | | Home | | Descriptions | |
|-----------------|-----------------------------------|----------------|--------------------------------|------------------------|---------------|----------------------------------|-------------------|------------|---------------------------------|--------------------------------------|--------------|------------------------|
| | on va | we are | médecin | doctor shopk | eeper II s | 'appelle | He is called | · | une maison | house | petit | small |
| | | going to | vendeur/vendeus | | | x ans | He is x years old | ld u | un appartement | flat | grand | big |
| | rester | stay | agent de police | policewoman | 0 | st | He is | ı | <mark>un salon</mark> | sitting room | joli | pretty |
| | dans | in | | waiter/waitre | ess ass | sez | quite | | une salle à | dining room | superbe | superb |
| | un hôtel | hotel | serveur/serveus <mark>e</mark> | teacher | trè | es . | very | | manger | | magnifique | magnificent |
| | un | flat | professeur | | il h | abite à | he lives in | | une cuisin <mark>e</mark> | kitchen | immense | immense |
| | appartemen | /apartmen | | He is | | | | ı | une salle <mark>de</mark> bains | bathroom | | /huge |
| | t | t | Il est | She is | voi | ici | here is | ι | un garage | | de luxe | luxurious |
| | un gîte un | gîte/cottag | Elle est | | II y | 'a | there is | ι | un balcon | garage | en haut | upstairs |
| | camping | e campsite | | Furniture | - / / | | Games | — ı | un jardin | balcony | en bas | downstairs a window |
| | | | une chaise | chair | Do | nne-moi | Give me | ι | une cha <mark>mb</mark> re | garden | une fenêtre | a window |
| | | | un divan | sofa | | | | | | bedroom | | on |
| | Transport | | une table | table | | A toi your turn A moi my turn | | | Adject | ives | Sur | under |
| | en bateau en | by boat by | un frigo | fridge | | te plaît | please | - | sympa | nice | Sous | under |
| Core Vocabulary | avion | plane by | une chaîne hi-fi | hi fi | Me | | thank you | | intell <mark>ige</mark> nt (e) | intelligent | | |
| | en voiture en | car | une douche | shower mic | | 2101 | tilalik you | | amusant (e) | funny | | |
| | train | by train | un micro-ondes | carpet | Owave | | | | sp <mark>orti</mark> f/sportive | sporty | | |
| | | , | un tapis | lamp | | | | | b <mark>eau</mark> /belle | beautiful | | |
| | | | une lampe | М | | | | | 7 | | | |
| ပိ | Classroom | | | | | Clothes | | | | Key words/phrases | | |
| - | Je suis présent | (e) Il est I'r | n present | Asseyez-vous sit down | | un pan | un pantalon | | trousers | Répète, s'il te plaît/ Repeat please | | |
| | absent He's absent | | | Levez la main hands up | | | un pull | | jumper | Répétez, s'il vous plaît | | |
| | Elle est absente She's absent | | Venez ici come here | | · · | une chemise | | shirt | Qu'est-ce que c'est | | | |
| | Aujourd'hui c'es Today is | | Silence | | | une jupe | | skirt | en français? | | | |
| | un stylo pen un crayon pencil | | Regardez | | | des chaussures des | | shoes | What is in | | nt is in | |
| | une gomme rubber | | | Ecoutez listen | | chauss | chaussettes | | socks | on va French? | | ch? |
| | un taille-crayon pencil sharpener | | A deux in pairs | | un swe | un sweat | | sweatshirt | aller we are going | | re going | |
| | des ciseaux scissors | | issors | As-tu? Do you have? | | une cra | une cravate | | tie | partir to go | | 0 |
| | un cahier exercise book | | ercise book | · | | Je n'aime pas le rouge | | ı | I don't like red | on va | to le | ave |
| | un sac school bag | | Every | | C'est laid | | i | it's ugly | visiter | we a | re going to | |
| | J'ai I have a | | | | C'est moche | | | It's awful | regarder | to v | sit | |
| | Je n'ai pas de I don't have | | | | C'est super | | | (familiar) | d'abord | to w | atch | |
| | | | | | LVCIY | | C'est joli | | It's great | plus tard | first | of all |
| | | | | | | | | | it's pretty | | later on | |
| | Trips/visits | | | | | | | | | | | |
| | le musée | m | useum | le zoo | z00 | la pisci | | | swimming pool | le parc d'attract | tions fairg | round |
| | le château | ca | stle | le jardin | public garden | | re commercial | | shopping centre a | | | |
| | la plage | be | each | publique | | un mat | un match de | | match of | | | |