

# 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	Reading	Writing	Grammar	
Knowledge and skills	Listen to familiar spoken words and phrases.  Respond to familiar spoken words and phrases.	Communicate with others using simple words, phrases and short sentences.  Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Recognise and understand some familiar written words and phrases.  Show awareness of sound-spelling links.	Write familiar words using a model.  Write familiar words from memory.	Understand some basic grammar <u>appropriate to the language</u> being studied: <ul style="list-style-type: none"><li>• gender – masculine/ feminine – nouns (singular)</li><li>• word order of adjectives</li><li>• how to form the negative.</li></ul>	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	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	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.	Have longer conversations applying knowledge of number.  Learn colours in French.  Label objects with colours.	Write simple sentence to describe colours of objects.  Use conjunctions to extend sentences about yourself (recap conversation skills from earlier in the year)	Learn names of fruits, and some food items, in French.  Label images accurately.	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
Sequence of learning	<p><b>Speaking</b> - Count to 10 forwards and backwards.</p> <p><b>Speaking and listening</b> - Respond to visual and spoken cues of a number given with the correct word in French and English respectively.</p> <p><b>Writing</b> - Label objects with the correct number in French.</p> <p><b>Listening</b> - Dramatise key words for how we are.</p> <p><b>Reading</b> - Match images to key words.</p> <p><b>Speaking and listening</b> - Ask and respond to key questions.</p>	<p><b>Listening</b> – Dramatise simple classroom instructions.</p> <p><b>Listening</b> - Follow simple instructions given in French in all lessons.</p> <p><b>Writing</b> - Write the day of the week confidently.</p> <p>Label images of classroom routines with French instruction.</p> <p><b>Speaking and listening</b> - Ask and answer key questions.</p> <p>Respond to the register with their name.</p> <p><b>Reading</b> - Label a person with their name based on what they have read in a sentence.</p>	<p><b>Speaking and listening</b> - Recap numbers to 10 eg songs, matching and labelling.</p> <p>Introduce key question and answers –activity class survey of ages.</p> <p><b>Writing</b> - Write numbers in French into sentences about age shown by number of candles on a birthday cake.</p> <p><b>Reading</b> - Match child to number based on how old they are.</p> <p><b>Speaking and listening</b> - Use linguascope – practise listening and responding to colours in French. Use coloured multilink cubes to match to French word.</p> <p>Use linguascope – match image of colour to written words.</p> <p><b>Reading</b> - Find colours in words searches and circle corresponding colours.</p> <p><b>Writing</b> - label images with colours.</p>	<p><b>Speaking and listening</b> - Vrai ou faux / Jacques a dit starters to recap colours and classroom instructions</p> <p>Introduce est – is.</p> <p>Say simple sentences C’est marron etc to describe the colour of an object.</p> <p><b>Writing</b> - Write simple sentences to describe an object</p> <p><b>Reading</b> - Read simple sentences and colour the picture accordingly.</p> <p><b>Speaking and listening</b> - Recap previous key question, then combine two questions. Use the conjunction et to extend questions and responses.</p> <p><b>Writing</b> - use et to label picture with more than 1 colour.</p> <p><b>Cultural understanding</b> – compare French Easter traditions with English traditions.</p>	<p><b>Speaking and listening</b> - Use linguascope to listen to the pronunciation of different foods and repeat.</p> <p>Match the spoken word to corresponding image.</p> <p>Respond to image with correct spoken word.</p> <p><b>Reading</b> - Use linguascope to match the written word with appropriate image of food.</p> <p><b>Writing</b> - Label foods</p> <p><b>Reading</b> - Draw the food each child eats.</p> <p><b>Speaking and listening</b> - Use songs to practise saying days of week in order.</p> <p><b>Reading</b> - Use vrai ou faux game when showing word cards for day.</p>	<p><b>Speaking and listening</b> - Use of linguascope to listen to pronunciation. Match spoken word to image.</p> <p>Respond to image with correct word.</p> <p><b>Reading</b> - Use linguascope to match written month with image.</p> <p><b>Writing</b> - Label months on images.</p> <p>Date with both day and month.</p> <p><b>Reading and writing</b> - (Revision of prior learning)</p> <p>Read passage and draw how many of each food items were eaten in different days and months.</p> <p><b>Writing</b> - Label the food plates.</p>

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		Numbers		Greetings		Social conventions		Fruit/food		Months	
Core Vocabulary		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?	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, comme	great, poorly	Madame	Mrs	les pommes	apples	mai	May
		cinq	five	ci, comme ça	so so/ok	Mademoiselle	Miss	les tomates	tomatoes	juin	June
		six	six	merci	thank you	Quel âge as-tu?	How old are you?	les bananes	bananas	juillet	July
		sept	seven	excellent	excellent	J'ai...ans	I'm...years old	c'est bon	it's good	août	August
		neuf	eight	super	great			c'est maurvals	it's bad	septembre	September
		huit	nine	très bien	very good			les chips	crisps	octobre	October
Core Vocabulary		dix	ten	Instructions/classroom language		Colours		le coca cola	coca cola	novembre	November
				Salut!	Hi	rouge	red	les sucettes	lollipops	décembre	December
				un(e)	a	bleu	blue	le chocolat	chocolate		
				écoutez	listen	blanc	white	les bonbons	sweets		
				regardez	look	vert	green	Days of the week			
				asseyez-vous	sit down	noir	black	lundi	Monday		
				levez-vous	stand up	jaune	yellow	mardi	Tuesday		
				répétez	repeat	orange	orange	mercredi	Wednesday		
				silence!	quiet!	rose	pink	jeudi	Thursday		
				Venez ici	come here	marron	brown	vendredi	Friday		
Core Vocabulary						grls	grey	samedi	Saturday		
						violet	purple	dimanche	Sunday		
				Christmas		Games		Ingredients		Easter	
		Marie	Mary	un jeu	a game	la farine	the flour	an egg	un oeuf de Pâques	an Easter egg	
		Joseph	Joseph	un livre	a book	un oeuf	the milk		un lapin de Pâques	an Easter bunny	
		Jésus	Jesus	des vêtements	some clothes	le lait	the sugar		un poussin	a chick	
		les bergers	the shepherds	DVD	a DVD	le sucre	the salt		du chocolat	some chocolate	
		les moutons	the sheep	un ballon de	a football	le sel	the lemon juice		bonnet de Pâques	Easter bonnet	
		les rois	the kings	football		le jus de citron	(put)		les agneaux	the lambs	
		in ange	an angel			(mettez) (ajoutez)	(add)		les oiseaux	the birds	
		l'aubergiste	the innkeeper			(mélangez)	(stir/mix)		les fleurs	the flowers	
Core Vocabulary		les enfants	the children								
		Bethléem	Bethlehem								
		le bébé	the baby								
		un cadeau	a present								
		une étoile	a star								
		une écurie	a stable								
		une chambre	a room								

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## La Jolie Ronde Scheme of work

Year 4	Listening	Speaking	Reading	Writing	Grammar
Knowledge and skills	Listen for specific phonemes, words and phrases.	Communicate by asking and answering a wider range of questions and presenting short pieces of information.  Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Read and understand familiar written words, phrases and short texts made of simple sentences.  Read a wider range of words, phrases and sentences aloud.  Follow text while listening and reading at the same time.  Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	Write a short text using a model.  Write a few simple sentences from memory.  Apply phonic knowledge to support writing.	Understand some basic grammar appropriate to the language being studied:  • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns  • verbs - 1st, 2nd 3rd persons in questions and answers  • how to form the negative.
	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>
	Revision of colours Parts of the body	Asking for French translations Adjectives	Zoo animals Letters of the alphabet Vowels	Verb être (to be): Il est (He is), Elle est (She is) Quantifiers: assez, très	Members of the family Possessive pronouns: mon, ma
Learning outcomes	Name parts of the body. Describe parts of the body using colours. Decode sentences using knowledge of colours and body parts.	Use adjectives to describe. Ask for translations to describe characters. Describe a characters' personality and physical appearance.	Correctly pronounce letters in the alphabet. Name zoo animals with correct pronunciation. Describe zoo animals using adjectives.	Use the verb être. Include quantifiers to expand sentences.	Identify and name family members. Describe who is in own family. Write a song about own family, or make a presentation about own family.



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Sequence of learning	<p><b>Writing and listening</b> - Use hang man and Jaques a dit (Simon Says) as starters and plenaries to help revise prior learning of numbers and colours.</p> <p><b>Speaking and listening</b> - Sing and act 'Head shoulders knees and toes in French.'</p> <p><b>Writing</b> - Label a body. Draw around someone and label in groups. Use dictionaries to help find new parts.</p> <p><b>Speaking</b> - Describe hair and eyes. Introduce the sentence J'ai les yeux and discuss what is different about the sentence structure. Describe to a partner the description of their hair and eyes.</p> <p><b>Reading and Writing</b> - Decode a monster story. Then use prior knowledge and knowledge of body parts to write it in French. Draw the monster and colouring it in correctly.</p> <p><b>Listening</b> – Play body part bingo. (Children to draw 6 parts. Teacher will call them out in French and children to listen.)</p> <p><b>Listening and Reading</b> - Vrai au faux challenges at the end of the lessons.</p>	<p><b>Writing and listening</b> - Use hang man and Jaques a dit (Simon Says) as starters and plenaries to help revise prior learning of numbers and colours. Children to have turns hosting it.</p> <p><b>Reading, writing and speaking</b> - Use Lingascope Children to access and play selected games (trouve les legends, snap and le pendu) to learn adjectives to describe personality and looks. Go through learning vocabulary and get children to orally say them.</p> <p><b>Speaking</b> - Introduce the phrase -comment dit on ..... en Francais. Practice saying it. With a partner use this phrase and ask for the translation of an adjective.</p> <p><b>Speaking</b> - Describe a friend with il est and elle est using the adjectives that have been translated.</p> <p><b>Reading and Writing</b> - Match words to their English translation.</p> <p><b>Reading and Writing</b> – Understand the spelling changes for a feminine adjective.</p>	<p><b>Writing and listening</b> - Use hang man and Jaques a dit (Simon Says) as starters and plenaries to help revise prior learning of numbers and colours.</p> <p><b>Listening</b> - Use secondary sources (videos singing the alphabet)</p> <p><b>Writing</b> - Write the alphabet out and the phonic sound of the word to create a sound bank to help remember the letters. Identifying vowels as well – including y.</p> <p><b>Speaking</b> - Use freeze frames of zoo animals. Act them out and freeze so others can guess the animals they are portraying in French.</p> <p><b>Listening</b> - Zoo animal bingo (Children to draw 6 animals. Teacher will call them out in French and children to listen.)</p>	<p><b>Writing and listening</b> - Use hang man and Jaques a dit (Simon Says) as starters and plenaries to help revise prior learning of numbers and colours.</p> <p><b>Speaking and listening</b> - Use Verb être (to be): Il est (He is), Elle est (She is) with partners to play guess who. take turns describing an animal, monster or character and the partner has to guess which one it is.</p>	<p><b>Speaking</b> - Practise speaking to family members.</p> <p><b>Listening</b> - Play Bingo with family members.</p> <p><b>Speaking and listening</b> - Have conversations talking about our own families.</p> <p>Linguascope – embed and practise speaking, reading and listening skills.</p> <p><b>Listening</b> – watch videos to recap hearing other French accents.</p> <p><b>Reading</b> – Play activities with vrai au faux/ translation activities.</p> <p><b>Writing</b> - Write a song or a rap about family members using prior knowledge – numbers and adjectives.</p>	<p><b>Speaking</b> - Practise speaking the names of pets. Describe pets with adjectives learnt previously.</p> <p>Linguascope – embed and practise speaking, reading and listening skills.</p> <p><b>Listening</b> – Play pet bingo - (Children to draw 6 animals. Teacher will call them out in French and children to listen.).</p> <p><b>Reading</b> - Read and translate a French story.</p> <p><b>Reading</b> – Play activities with vrai au faux/ translation activities relating to story.</p>



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**La Jolie Ronde Scheme of work**

Year 5	Listening	Speaking	Reading	Writing	Grammar
Knowledge 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 intonation.	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.
	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>
	Buildings on the high street Directions	Hobbies/sports French Christmas theme	Short conversations Pause words Times of day	Recap of fruit and food items Breakfast French desserts	Weather Seasons
					<b>Summer B</b> Describe where you live Revision

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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Learning outcomes	<p>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.</p>	<p>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).</p>	<p>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)</p>	<p>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)</p>	<p>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.</p>	<p>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.</p>
Sequence of learning	<p><b>Listening and reading</b> - Use linguascope to listen to pronunciation and spellings of buildings on high street.</p> <p><b>Writing</b> - Label and match buildings on the high street to words.</p> <p><b>Reading</b> - Use of Vrai ou faux to practise reading skills and understanding.</p> <p><b>Speaking and listening</b> - Practise asking and responding to key questions about directions.</p> <p><b>Writing</b> - Write simple sentences to give directions (recap conjunction –et if needed)</p>	<p><b>Listening and reading</b> - Use linguascope to listen to pronunciation and spellings of hobbies and sports (focus on those relevant to class interests!)</p> <p><b>Reading and writing</b> - Label and match images of different hobbies and sports with their words.</p> <p><b>Speaking and listening</b> - Introduce language of opinion, focusing on likes and dislikes (aimer), loves (adorer) and hate (detester).</p> <p><b>Speaking</b> - Introduce relevant adjectives to add detail and explanations for their opinions.</p> <p><b>Grammar, speaking and listening</b> - Practise conjugating verb aimer to express the likes of other people.</p> <p><b>Cultural understanding</b> - Compare images and descriptions of Christmas in France with that of England.</p>	<p><b>Speaking and listening</b> - Use songs to listen to pronunciation and practise speaking skills.</p> <p><b>Reading</b> - Use La Jolie Ronde lessons to learn spellings of different times of day.</p> <p><b>Reading and writing</b> - Label and match images of the different times of day.</p> <p><b>Listening</b> - Listen to authentic conversations to learn about pause words and phrases (also on La Jolie Ronde)</p> <p><b>Speaking</b> - Practise speaking about hobbies, sports and activities that are done at different times of day (recapping prior knowledge).</p> <p><b>Grammar and speaking</b> - Practise conjugating verbs faire, jouer and aller to discuss what others do at different times of day.</p>	<p><b>Reading</b> - Vrai ou faux starters to recap fruits from year 3.</p> <p><b>Listening and reading</b> - Use linguascope to listen to pronunciation and spellings of breakfast foods and desserts.</p> <p><b>Speaking and listening</b> - Have short conversations about what foods they like to eat at different times of day (recapping prior knowledge – opinions and times of day).</p> <p><b>Reading and writing</b> - 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.</p>	<p><b>Speaking and listening</b> - Use songs as starters to learn seasons.</p> <p><b>Speaking and listening</b> - Use linguascope to listen to pronunciation and spellings of different weather conditions.</p> <p><b>Reading and writing</b> - Label and match pictures of weather conditions.</p> <p><b>Reading</b> -- read and understand a weather report. (La Jolie Ronde activity)</p> <p><b>Speaking</b> - Present own weather report – practise numbers.</p> <p><b>Writing</b> - Write simple sentences about the weather during the different seasons using the conjunction et where necessary.</p>	<p><b>Reading</b> - Vrai our faux starters to recap buildings on the high street.</p> <p><b>Listening and reading</b> - Use linguascope to listen to pronunciation and spellings of common buildings that can be homes.</p> <p><b>Reading and writing</b> - Label and match images of homes to the word.</p> <p><b>Speaking and listening</b> - Have short conversations describing where they live, recap prior knowledge of buildings on the high street and weather.</p> <p><b>Writing and grammar</b> – Write a short paragraph about where they and others live. (conjugation of verb habiter)</p>



	Places		Numbers		Recipes		Verbs		Seasonal	
Core Vocabulary	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	cinquante	fifty	des oeufs le sel	salt	faire du jogging	to go jogging	un sapin	a fir tree
	un supermarché	a supermarket					danser regarder la télévision	to dance to watch TV	je brille	I'm sparkling
	une poste	a post office							une bougie	a candle
	une banque	a bank	Key words/phrases		Time		Weather		en automne	in autumn
	un café	a café							en hiver	
	une mairie	a town hall	et	and	matin	morning	il fait froid	it's cold	au printemps	in winter
	un magasin de vêtements	a clothes shop	petit	small	après-midi	afternoon	il fait chaud	it's hot	en été	in spring
	une boulangerie	a bakers	grand	big	soir	evening	il fait beau	it's lovely weather	extension: normalement	in summer
Conversation			aussi	also	à 10 heures	at 10 o'clock	il fait mauvais	it's poor weather	t	normally
	et alors	well	à gauche à droite	on the left on the right	à 4 heures et demie	at half past four	il y a du soleil	it's sunny	en général	generally
	eh bien	well	ici	here	très	very	il y a du vent	it's windy		
	mmm	mmm	il y a...?	there...?	assez	quite	il y a du brouillard	it's foggy		
	voyons	let's see	c'est	it is			il pleut	it's raining		
	oui	yes	au coin	on the corner			il neige	it's snowing		
	plus... que... ...	more... than... I'm	J'aime	I like						
	Je vais + verb –	going to...	Je n'aime pas	I don't like						
Food							Places			
	le pain	bread	le gâteau	cake	J'habite à + town	I live in				
	la baguette	French stick	les biscuits	biscuits	dans le nord	in the north				
	le riz	rice	les chips	crisps	dans le sud	in the south				
	les pâtes	pasta	les frites	chips	dans l'ouest	in the west				
	les pommes de terre	potatoes	la salade	lettuce/salad	dans l'est de l'Angleterre	in the east of England				
	le jambon	ham	les carottes	carrots						
	le poisson	fish	les petits pois	peas						
	le fromage	cheese	une tartine	a slice of bread and butter						
	l'eau	water	un croissant	a croissant name for a rectangular pastry with dark chocolate						
	le yaourt	yoghurt	un pain au chocolat	chocolate in the centre						
	le chocolat	chocolate								
	la glace	ice-cream								

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**La Jolie Ronde Scheme of work**

Year 6	Listening	Speaking	Reading	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 to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. Present to an audience e.g. role-play, presentation, performance.	Read aloud from a text with good expression. Read and understand the main points and some detail from a short written passage.	Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure.	Understand some basic grammar appropriate to the language being studied: • verbs –begin to use the past tense, reinforce understanding of future tense • adverbs.
	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>
	Classroom routines Initiate and sustain conversations	Clothes Justifying opinions	Occupations Phrases to use when playing games	Rooms in the house Furniture	Holiday destinations Booking accommodation
Learning outcomes	Describe their usual routine at school. Have conversations about their school routines incorporating prior knowledge of times of day, days, months, food and hobbies where relevant.	Learn the names of common items of clothes. Matching and labelling of clothes. Express opinions about clothing, giving reasons.	Learn how to say common occupations. Write about the occupations of others. Play games appropriately using key language.	Learn the names of different rooms in the house. Explain what furniture is found in different rooms of the house.	Learn the names of different countries in French. Learn how to say different methods of transport in French. Have conversations about booking accommodation for a holiday.

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

Every Child a  
Confident Learner



