**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.   **Kapow Primary** | | | | | | | | | | |
| **Kapow 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.  Identify cognates and near cognates. | | Write familiar words and phrases 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. | |
| **Autumn A** | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** |
| **Greetings and asking and saying how you are** | **Colours**  **Names of shapes**  **Adjectives of size**  Cross curricular link to Maths - shape. | | **French playground games: numbers and age** | | **In a French Classroom** | | **Transport** | | **Living things and food chains.**  Cross curricular link to Science. |
| **Learning outcomes** | Greet others.  Have a brief conversation about feelings.  Perform a rhyme. | Describe and request shapes of certain size and colour.  Label objects with colours, shape and size.  Follow instructions to create artwork. | | Say, recognise and use the numbers 1 to 12.  Have a brief conversation about age.  Join in with number games. | | * Correctly identify masculine and feminine nouns in written form. * Have a brief conversation about items you have/do not have. * Present a short piece of speech. | | Explain strategies for working out the meaning of words.  Recognise nouns that are cognates or near cognates.   * Have a brief conversation about journeys. | | Identify patterns in language to work out new words.  Source new vocabulary from the dictionary and apply the appropriate indefinite article.  Have a brief conversation about an animal’s habitat and what it eats. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Sequence of learning** | 1.Mouth mechanics - a/à/âLesson 1- greet someone and introduce yourself in French.2.Mouth mechanics - eLesson 2 - use the correct French greeting for the time of day. Main event – choose creative option where children link images to greeting.3.Mouth mechanics - on/omLesson 3 (R) (over 2 lessons)- ask and answer a question about feelings in French.4.Mouth mechanics - s/ ç /c before e or iLesson 3 (R) (over 2 lessons)- ask and answer a question about feelings in French.5.Mouth mechanics - j/g before e or iLesson 4 (over 2 lessons) - prepare a finger rhyme in French by creating resources linked to the lyrics and practise performance.6.Mouth mechanics - repeat one based on needs of the class.Lesson 4 (R) (over 2 lessons) - perform a finger rhyme in French.After performances complete ‘Knowledge Catcher’ | Significant Person: Henri Matisse (Gender, Disability (later in life)).1.Mouth mechanics - **e**/**eu**/œ/œuLesson 1- recognise and name colour words.2.Mouth mechanics - iLesson 2 - describe shapes by their colour.3.Mouth mechanics - ouLesson 3 (R) - describe shapes by their size and colour.4.Mouth mechanics - r before e or iLesson 4 (over 2 lessons) - understand and recognise cognates and near cognates through reading animal names, shapes and sizes.5.Mouth mechanics - **e**/**eu**/œ/œuLesson 4 (R) (over 2 lessons) – describe shapes by their size and colour to create abstract animals.At the end of this lesson– complete ‘Knowledge Catcher’6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 - Follow instructions in French to create a piece of artwork in the style of Henri Matisse. | **1.Mouth mechanics –** c/k/q/qu  **Lesson 1 –** say and recognise the numbers 1 to 6 and play the French game jeu de l’oie (goose game).  **2.Mouth mechanics –** oi  **Lesson 2** (R)  **–** say the numbers 6 to 12 and join in with a tradition French finger rhyme.  **3.Mouth mechanics –** un  **Lesson 3**  (R)  **–** ask and answer a question about age in French.  **4.Mouth mechanics –** eu, oi, ou, ui (see Lesson 4 Wrapping Up)  **Lesson 4 –** recognise the numbers 1 to 12 written in French.  **5.Mouth mechanics –** x  **Lesson 5 –** use the number words one to twelve when playing a playground game. Complete ‘Knowledge Catcher’ Q1 and Q2 | **1.Mouth mechanics –** é/et/-er/-ez  **Lesson 1 –** understand and respond to simple classroom instructions. Compare school life in the U.K. and France.  **2.Mouth mechanics –** è/e/ei/ai  **Lesson 2** **–** name school bag objects and recognise if they are masculine or feminine.  **3.Mouth mechanics –** o  **Lesson 3 (R)–** ask and answer a question about something you have or do not have.  **4.Mouth mechanics –** u  **Lesson 4**  **-** read and understand short sentences. Understand the position of adjectives in a sentence.  **5.Mouth mechanics –** repeat one based on needs of the class.  **Lesson 5** **(R)–** prepare and present a short spoken text. **Complete ‘Knowledge Catcher’ Q1 and Q2** | **1.Mouth mechanics –** an/am/en/em  **Lesson 1 –** Compare French and English words and identify words that are cognates.  **2.Mouth mechanics –** au/eau/o  **Lesson 2 (over 2 lessons) (R)––** make changes to simple phrases and prepare a song.  **3.Mouth mechanics –** in/im/ain/aim  **Lesson 2 (over 2 lessons) (R)––** make changes to simple phrases and perform a song.  **4.Mouth mechanics –** t/tt/th  **Lesson 3 –** adapt, ask and answer questions about a picture prompt.  **5.Mouth mechanics ––** au/eau/o  **Lesson 4** **(R) -** describe a journey to different French-speaking countries around the world.  **6.Mouth mechanics –** repeat one based on needs of the class.  **Lesson 5**  **-** conduct a survey in French and describe a journey to school.  **Complete ‘Knowledge Catcher’.** | **1.Mouth mechanics –** ch  **Lesson 1 –** research a new noun in French and determine its gender using a bilingual dictionary.  **2.Mouth mechanics –** gn  **Lesson 2 (R)-** build sentences to describe where something lives or does not live.  **3.Mouth mechanics –** ien  **Lesson 3 -** use knowledge about language and identify language patterns to solve a science-based puzzle.  **4.Mouth mechanics –** ill/y  **Lesson 4 (over 2 lessons) (R)– –** talk about an animal and what it eats.  **5.Mouth mechanics –** ill/y  **Lesson 4 (over 2 lessons) –** describe a food chain in French. At the end of this lesson– complete ‘Knowledge Catcher’ **6.Mouth mechanics ––** z/s  **Lesson 5** **-** write a range of sentences in French to describe a food chain. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn A | | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** | |
| **Core Vocabulary** | jetubonjourbonsoirbonne nuitje m’appelleça va biença va très bien comme ci, comme çaça va malça va très malau revoirc’estComment tu t’appelles ?Ça va/Comment ça va ?S’il vous plaitMerci | Iyouhellogood eveninggood nightmy name isI am fineI am very wellso soI am not ok I am really not ok goodbyeit isWhat is your name?How are you? ( informal/formal).PleaseThank you | grand  petit  rouge  blue  jaune  vert  blanc  noir orange violet  rose  brun  un cercle un carré  un rectangle  un triangle | big  small  red  blue yellow green white black orange purple pink brown  a circle  a square  a rectangle a triangle | Combien ?  Tu as quel âge ?  un  deux  trois  quatre  cinq  six  sept  huit  neuf  dix  onze douze  plus  moins  et  font/égale | How many/much?  How old are you?  one  two  three  four  five  six  seven  eight  nine  ten  eleven  twelve plus  minus  and  Equals ( in Maths) | écoutez  écrivez  lisez  fermez ouvrez  parlez regardez  levez-vous  asseyez-vous  dans mon sac  j’ai…  je n’ai pas de…  mais  Tu as… ? | listen  write  read  close  open speak watch/  look  stand up  sit down  in my bag  I have…  I do not have…  but  Do you have…? | en/à  je vais en/à …  puis  Tu vas où ?  Tu vas comment ?  Il y a combien de … ?  Il y a…  Comment tu vas à l’ école ? | By (referring to transport)  I go by…  then Where are you going? How are you going?  How many … are there?  There are…  How do you go to school?  **French-speaking countries and places** | le  la  l’  qui  habite  dans  mange  où est ? | the (masc)  the ( fem)  the (when the noun begins with a vowel or an h).  who  lives  in  eat  where is? |
| **Retrieval** |  |  | c’est it is | | Size and colour vocabulary (see Y3 Autumn B) | | Size and colour vocabulary (see Y3 Autumn B)  Numbers 1-12 (see Y3 Spring A) | | je I  Numbers 1-12 (see Y3 Spring A)  Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | Classroom vocabulary – use throughout lessons (see Y3 Spring B) | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.   **Kapow Primary** | | | | | | | | | | |
| **Kapow 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. | |
| **Autumn A** | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** |
| Portraits – describing in French | Clothes | | Numbers, calendars and birthdays | | Weather and the water cycle Cross curricular link to Science. | | French food and conversations in a café | | Music and the Eurovision Song Contest |
| **Learning outcomes** | Understand that adjectives change depending on whether they are describing a boy or girl.  Identify a person correctly from a description of their hair and eye colour.  Compose a spoken sentence to describe a friend. | Remember that some words are masculine and take un, some feminine and take une and some plural and take des.  Compose a sentence using j’aime or je n’aime pas.]  Use il/elle correctly.  Say the words for items of clothing with accurate pronunciation. | | * Say the numbers to 31 in French. * Say all the days of the week, months of the year and seasons. * Ask when someone’s birthday is and give the number and month of their own birthday. | | Understand and say several directions and weather sentences.  Match at least three temperature numerals and words correctly.  Show an understanding of the water cycle and relevant cognates in both English and French. | | * Recognise and understand the meaning of new words that are cognates. * Complete mathematical calculations in French, writing answers in euros. * Recognise shop names * Ask and respond to questions found in a café conversation. | | Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct.  Say which instrument they play.  Say what kind of music they like, using a whole sentence.  Recall country names with accurate pronunciation. |
|  | **Autumn A** | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** |
| **Sequence of learning** | 1.Mouth mechanics - on/om (recap from Y3)Lesson 1- begin to understand that adjectives change if they describe a feminine noun. Understand the Louvre is a famous art gallery in Paris.2.Mouth mechanics - **e**/**eu**/œ/œu (recap from Y3)Lesson 2 (R) (over 2 lessons) - understand a simple description of hair and eye colour using colour adjectives.3.Mouth mechanics - i (recap from Y3)Lesson 3 - create simple descriptive sentences.4.Mouth mechanics - ch (recap from Y3)Lesson 4 (R) (over 2 lessons) - **e**/**eu**/œ/œu (recap from Y3) understand simple descriptive sentences about appearance and personality.5.Mouth mechanics -Lesson 4 (over 2 lessons) - **e**/**eu**/œ/œu (recap from Y3)understand simple descriptive sentences and understand the masculine and feminine forms of adjectives. Complete ‘Knowledge Catcher’ Q1 and Q2 at the end of this lesson.6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (R) - write descriptive sentences making sure the adjective agrees with the noun. | Significant Person: Christian Laboutin (Age, Race – French/Egyptian). **1.Mouth mechanics –** un (recap from Y3)  **Lesson 1 –** recognise and use vocabulary relating to clothing.  **2.Mouth mechanics –** u (recap from Y3)  **Lesson 2 –** apply understanding of noun and adjective agreement.  **3.Mouth mechanics –** an/am/en/em (recap from Y3)  **Lesson 3** - understand adjectival position and agreement for gender and number.  **4.Mouth mechanics –** t/tt/th (recap from Y3)  **Lesson 4** **(R)** – express an opinion (like/dislike)  **5.Mouth mechanics –** un (recap from Y3)  **Lesson 5 (over 2 lessons) –** describe an outfit using adjectives correctly.  **6.Mouth mechanics –** repeat one based on needs of the class.  **Lesson 5 (over 2 lessons) (R)** – describe an outfit using adjectives correctly.  **Complete ‘Knowledge Catcher’** | | **1.Mouth mechanics –** oi (recap from Y3)  **Lesson 1 –** recall and use the numbers 1-31  **2.Mouth mechanics –** x (recap from Y3)  **Lesson 2 (R)** – say the days of the week.  **3.Mouth mechanics –** in/im/ain/aim (recap from Y3)  **Lesson 3** - say the months of the year  **4.Mouth mechanics –** z/s (recap from Y3)  **Lesson 4** **(R)** – select vocabulary to discuss the date .  **5.Mouth mechanics –** in/im/ain/aim (recap from Y3)  **Lesson 5 (R)** **-**  say French words related to birthdays and parties and compare similarities and differences between traditional birthday celebrations in France and England.  **Complete ‘Knowledge Catcher’** | | **1.Mouth mechanics** – a/à/â (recap from Y3)  **Lesson 1 (over 2 lesson)–** learn weather phrases  **2.Mouth mechanics –** é/et/-er/-ez (recap from Y3)  **Lesson 2 (R)** – repeat short phrases accurately by performing a weather rap.  **3.Mouth mechanics –** au/eau/o (recap from Y3)  **Lesson 3** - describe the weather using points of a compass.  **4.Mouth mechanics –** ien (recap from Y3)  **Lesson 4** - recognise the French written words for multiples of ten. Describe weather and temperature using the points of a compass.  **5.Mouth mechanics –** ill/y (recap from Y3)  **Lesson 5** – understand the water cycle in French  **Complete ‘Knowledge Catcher’** | | 1. **Mouth mechanics –** e (recap from Y3)  **Lesson 1 –** begin to understand a conversation about ordering food in a café**.**  **2.Mouth mechanics –** s/ ç /c before e or i (recap from Y3)  **Lesson 2 –** read and say amounts of money.  **3.Mouth mechanics** – j/g before e or i (recap from Y3)  **Lesson 3** **(R)** - identify and pronounce the names of French shops correctly.  **4.Mouth mechanics –** è/e/ei/ai (recap from Y3)  **Lesson 4**– work out the meaning of unfamiliar words.  **5.Mouth mechanics –** repeat one based on needs of the class.  **Lesson 5 (over 2 lessons) –** use a range of strategies to understand an unfamiliar text. **Complete ‘Knowledge Catcher’ Q1.**  **6.Mouth mechanics –** repeat one based on needs of the class.  **Lesson 5 (over 2 lessons) (R)** – create a French menu based on authentic texts. | | Significant Person: Frida Boccara (Gender, Religion - Jewish). 1. **Mouth mechanics –** ou(recap from Y3)  **Lesson 1 –** be able to say which musical instrument you play.  **2.Mouth mechanics –** r  **Lesson 2 –** be able to say what kind of music you like or do not like.  **3.Mouth mechanics** – c/k/qu (recap from Y3)  **Lesson 3** **(R) (over 2 lessons)** - research and write information about European countries in French.  **4.Mouth mechanics** – o(recap from Y3)  **Lesson 3** **(over 2 lessons)** - research and write information about European countries in French.  **5.Mouth mechanics –** gn (recap from Y3)  **Lesson 4 –** write a short, simple text, using familiar language.  **Complete ‘Knowledge Catcher’ Q1.**  **6.Mouth mechanics –**  **Lesson 5 (R)** –  perform a song in French from memory with accurate pronunciation.  **Complete ‘Knowledge Catcher’** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn A | | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** | |
| **Core Vocabulary** | il/elle ales cheveuxles yeuxil/elle estpoli(e)fort(e)travailleur/travailleusesportif/sportive | he/she hashaireyeshe/she is polite stronghard workingsportyColour adjectives in masculine, feminine and plural forms. | un  une  des  mon/ma/mes  dans ma  valise il y a  Il/elle porte  j’aime/je n’aime pas  C’est de quelle couleur ? | a/an (masculine article of clothing)  a/an ( feminine article of clothing)  For articles of clothing that take the plural form in  French  my (m/f/pl)  in my suitcase there is/are he/she is wearing  I like/I do not like Which colour is it?  **Nouns for items of clothing** | le jour  la semaine  hier  demain  aujourd’hui  les mois  je voudrais  C’est quand ton anniversaire ?  Mon anniversaire c’est le …  Quelle est la date aujourd’hui ?  lundi  mardi  mercredi  jeudi  vendredi  samedi  dimanche | the day  the week  yesterday  tomorrow  today  the months  I would like  When is your birthday?  My birthday is on the…  What is the date today?  Monday Tuesday Wednesday Thursday Friday Saturday Sunday  **numbers 13-31 months of the year** | Quel temps fait-il aujourd’hui?  il fait beau  il fait mauvais  il fait chaud  il fait froid  il pleut  il neige  il y a du soleil  il y a du vent  il y a des nuages  dans  le nord  l’est  le sud  l’’ouest  Quel temps fait-il aujourd’hui? | What is the weather like today?  it is good weather  it is bad weather  it is hot weather  it is cold weather  it is raining it is snowing it is sunny  it is windy  it is cloudy  in  the north the east  the south the west What is the weather like today?  **multiples of 10** | le menu  une boisson  une entrée  un plat principal  l’addition  s’il vous plaît  ça fait …  le serveur / la serveuse  un billet  une pièce de monnaie  Vous désirez ? | menu  drink  starter  main dish  the bill please  it comes to… ( amount)  waiter/waitress  a banknote a coin  What would you like?  **Names of different shops and eateries nouns for foods and drinks** | jouer du/de la/de l’  je ne joue pas d’instrument  je préfère  je déteste  Tu joues d’un instrument ?  Quel genre de musique aimes-tu ? | to play the…  I do not play  an instrument  I prefer  I detest  Do you play an instrument?  Which type of music do you like?  **Names of instruments** |
| **Retrieval** | Greeting and saying how you are (see Y3 Autumn A)Size and colour (see Y3 Autumn B)Numbers (see Y3 Spring A)Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | je IIl y a There is/areSize and colour (see Y3 Autumn B)Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | Numbers (see Y3 Spring A) Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | Numbers (see Y3 Spring A and Y4 Spring A) Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | Je voudrais I likeJ’aime/Je n’aime pas I like/ I don’t likeNumbers (see Y3 Spring A, Y4 Spring A and Y4 Spring B) Classroom vocabulary – use throughout lessons (see Y3 Spring B) | | le/la/l’ the (direct articles)un and une a/an (indirect articles)J’aime/Je n’aime pas I like/ I don’t likeSize and colour (see Y3 Autumn B)Numbers 1-12 (see Y3 Spring A) | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.   **Kapow Primary** | | | | | | | | | | |
| **Kapow 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. | |
| **Autumn A** | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** |
| French monster pets | Space exploration  Cross curricular link to Science. | | Shopping | | French speaking world  **Cross curricular link to Geography.** | | Verbs | | My family |
| **Learning outcomes** | * Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective. * Recognise rules of agreement in longer phrases. | Write their own metaphors using a writing model, replacing nouns with original vocabulary.  Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. | | * Recognise number words in written form. * Correctly build and pronounce two-digit numbers that have been generated randomly. * Correctly sort word-cards by gender and apply the appropriate article. | | Read and understand a range of sentences including directions.  Show some understanding of national identity.  Use prompts to ask and answer necessary questions to complete information on a passport. | | * Create an opinion phrase using one of the new verbs. * Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun. * Recognise and recall different parts of verbs **avoir** and **être**. | | Recognise words that are similar to English.  Recognise key information within a longer text.  Use different opinions in sentences.  Change elements of a sentence whilst retaining the meaning. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Sequence of learning** | 1.Mouth mechanics - a/à/â (recap from Y3/4)Lesson 1- investigate a text for clues to understand new words.2.Mouth mechanics - e (recap from Y3/4)Lesson 2 (R) – identify nouns by their gender, number and meaning.3.Mouth mechanics - r (recap from Y4)Lesson 3 - apply knowledge of French nouns and gender agreement to a short piece of writing.4.Mouth mechanics - c/k/q/qu (recap from Y3/4)Lesson 4 (R) - develop understanding of adjectival rules in French.5.Mouth mechanics - a/à/â (recap from Y3/4)Lesson 5 (over 2 lessons) – apply knowledge of vocabulary and grammar to a piece of writing.Complete ‘Knowledge Catcher’6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (over 2 lessons) - apply knowledge of vocabulary and grammar to a piece of writing. | Significant Person: Claudie Haigneré (Gender).1.Mouth mechanics - oi (recap from Y3/4)Lesson 1- identify keywords, phrases and ideas from spoken French.2.Mouth mechanics - un (recap from Y3/4)Lesson 2 (R) - apply knowledge of noun and adjective agreement to create metaphors in French.3.Mouth mechanics - è/e/ei/ai (recap from Y3/4)Lesson 3 - make comparisons in French.4.Mouth mechanics - o (recap from Y3/4)Lesson 4 - develop understanding of the rules of adjectival agreement.5.Mouth mechanics - t/tt/th (recap from Y3/4)Lesson 5 (R) (over 2 lessons) - form questions in order to ask for information about alien planets.6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (R) (over 2 lessons) - form questions in order to ask for information about alien planets. Complete ‘Knowledge Catcher’ | 1.Mouth mechanics - s/ ç /c before e or i (recap from Y3/4)Lesson 1- build numbers and prices confidently in French.2.Mouth mechanics - x (recap from Y3/f)Lesson 2 - name different foods in French and notice patterns in sounds.3.Mouth mechanics - ien (recap from Y3/4)Lesson 3 (R) - join in with and perform a short, repetitive story.4.Mouth mechanics - z/s (recap from Y3/4)Lesson 4 (R)- to use vocabulary to describe a quantity of different food nouns.5.Mouth mechanics - repeat one based on needs of the class.Lesson 5 - explore and understand an authentic French text.Complete ‘Knowledge Catcher’ Q1 and Q2 at the end of this lesson. | 1.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 1-  recognise, read and respond to directional language.2.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 2 (R) - read and give directions in French and name different countries where French is spoken in the world.3.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 3 (R) -  identify features of countries in the French-speaking world.4.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 4 - investigate climate data from the French-speaking world.5.Mouth mechanics - (repeat one based on needs of the class from earlier unit).Lesson 5 -  ask and answer questions about differentcountries in the French-speaking world.Complete ‘Knowledge Catcher’ Q1 and Q2. | 1.Mouth mechanics - j/g before e or i (recap from Y3/4)Lesson 1- recognise that verbs take different forms and to find infinitive verbs in a dictionary.2.Mouth mechanics - i (recap from Y3/4)Lesson 2 - begin to recognise some regular verbs in the present tense.3.Mouth mechanics – an/am/en/em (recap from Y3/4)Lesson 3 (R) - recognise that verbs take different forms and to find infinitive verbs in a dictionary.4.Mouth mechanics - in/im/ain/aim (recap from Y3/4)Lesson 4 - know that some verbs do not follow regular patterns.5.Mouth mechanics - in/im/ain/aim (recap from Y3/4)Lesson 5 (over 2 lessons) - build a short presentation, choosing and using a range of action verbs.6.Mouth mechanics - an/am/en/em (recap from Y3/4)Lesson 5 (R) (over 2 lessons) - deliver a short presentation, choosing and using a range of action verbs.Complete ‘Knowledge Catcher’ Q1 and Q2 at the end of this lesson. | 1.Mouth mechanics – on/om (recap from Y3/4)Lesson 1- recognise and use phrases to say if I have a brother or sister.2.Mouth mechanics -  **e**/**eu**/œ/œu (recap from Y3/4)Lesson 2 (R) - name different family members on a family tree.3.Mouth mechanics - ou (recap from Y3/4)Lesson 3 - build descriptive sentences into a short paragraph.4.Mouth mechanics - – é/et/-er/-ez (recap from Y3)Lesson 4 (over 2 lessons) -5.Mouth mechanics - gnLesson 5 (over 2 lessons) - plan and prepare a short presentation about my family.6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (R) (over 2 lessons) - plan and prepare a short presentation about my family. Complete ‘Knowledge Catcher’ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn A | | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** | |
| **Core Vocabulary** | decourt(e) +spointu(e) +slong (masc) +s (plural)longue (fem) +s (plural)il/elle habiteil/elle mangeQu’est-ce que c’est ?la têteles épaulesles genouxles piedsun oeilles oreillesla boucheles brasles dentsle nezles jambes (fem.) | ofshortpointylonghe/she lives he/she eats What is it?headshouldersknesfeetan eyeearsmoutharmsteethnoselegscolour adjectives in masculine, feminine and plural forms | énorme  minuscule fragile tranquille plus … que  moins … que  parce que  loin/proche/près de | enormous  tiny  fragile  calm  more … than  less … than  because  far/close/near to  **names of planets** | du / de la / de l’ / des  bon appétit !  c’est délicieux  laisser cuire  laver  couper  ajouter émincer  Je vais au marché et j’achète…  C’est combien ? il a faim  il n’a pas faim  il a tout mangé  il reste au lit | some  enjoy your food!  It is delicious leave to cook  wash  cut  add  slice  I go to the market and I buy…  How much is it?  He is hungry  He is not hungry  He ate everything He stays in bed  **fruits and vegetables numbers 60-100 1000** | j’ai trouvé  les pas  au nord  au sud  à l’est  à l’ouest  un pays | I found  steps  to the north  to the south  to the east to the west  a country  **names of countries** | nous  vous  ils/elles  avoir  être  chanter  courir  danser  dormir  lire  nager  sauter  habiter  regarder  écrire  jouer | we  you (formal/group)  they (masculine/feminine)  to have  to be  to sing  to run  to dance  to sleep  to read  to swim  to jump  to live  to look/watch  to write  to play | j’ai un frère  j’ai une sœur  je n’ai pas de  je suis fils(masc)/fille (fem) unique  son anniversaire c’est le …  j’adore | I have a brother  I have a sister  I do not have  I am an only child  his/her birthday is on the … I love  **names of family members**  **names of fruits** |
| **Retrieval** | Size and colour (see Y3 Autumn B/ Y4 Autumn A)Classroom vocabulary – use throughout lessons (see Y3 Spring B)Living Things (see Y3 Summer B) | | un and une a/an (indirect articles)Size and colour (see Y3 Autumn B/ Y4 Autumn A)Weather (see Y4 Spring B) | | Numbers (see Y3 Spring A, Y4 Spring A and Y4 Spring B)Days of the week (Y4 Spring A) | | Size and colour (see Y3 Autumn B and Y4 Autumn A)Weather (see Y4 Spring B) | | manger eat Days of the week (Y4 Spring A) | | J’aime/Je n’aime pas I like/ I don’t likeNumbers and birthdays (see Y3 Spring A, Y4 Spring A and Y4 Spring B)Verbs (see Y5 Summer A)Portraits (Y4 Autumn A)Size and colour (see Y3 Autumn B and Y4 Autumn A) | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.   **Kapow Primary** | | | | | |
| **Kapow 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. |
| **Autumn A** | **Autumn B** | **Spring** | **Summer A** | **Summer B** |
| Olympic Games  **Cross curricular link to Geography and P.E.** | French football champions | In my house | Planning a holiday | Visiting a town in France |
| **Learning outcomes** | * Construct simple sentences to say whether or not they play a sport and whether or not they like a sport. * Identify some of the French country names using cognates and near cognates. * Use the correct form of **aller** and the correct preposition in most cases in written exercises. | Translate some player profiles.  Construct the sentence, ‘I come from [a place]’ in French.  Understand comprehension questions based on the topic of football and show some competence in answering them.  Deliver an oral presentation with a reasonable standard of pronunciation. | * Ask and answer questions using vocabulary about houses and rooms. * Remember and understand the elements of a house and family. * Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and  including questions | * Remember the countries in the world in French. * Identify the present and future tenses in reading and listening. * Label images of clothing correctly. * Speak in sentences and write a paragraph.   Begin to understand the gist of the text. | * Follow simple directions accurately. * Describe the relationship between places using a preposition. * Use modes of transport to build sentences about going to places. * Begin constructing negative sentences correctly. * Learn to say and read places in a town. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn A** | | **Autumn B** | | **Spring** | | **Summer A** | | **Summer B** | |
| **Sequence of learning** | **Significant Person:**  **[Éloyse Lesueur-Aymonin (Gender, Race)](https://www.bing.com/search?q=%c3%a9loyse+lesueur-aymonin&filters=dtbk:%22MCFvdmVydmlldyFvdmVydmlldyE4YzFlMTIwNS1lZjUyLTIwMzMtNmY4Ny0xNTlmOWI5MzkwNmM%3d%22+sid:%228c1e1205-ef52-2033-6f87-159f9b93906c%22+tphint:%22f%22&FORM=DEPNAV" \o "Éloyse Lesueur-Aymonin French long jumper" \t "_self)** 1.Mouth mechanics - e (recap from Y3/4/5)Lesson 1- express an opinion about sports and to say which sports you play.2.Mouth mechanics - s/ ç /c before e or i (recap from Y3/4/5)Lesson 2 (R) – learn the words in French for countries around the world.3.Mouth mechanics - **e**/**eu**/œ/œu (recap from Y3/4/5)Lesson 3 - conjugate the verb ‘to go’ and say I or someone else is going to a country.4.Mouth mechanics - è/e/ei/ai (recap from Y3/4/5)Lesson 4 (R) - rehearse orally new vocabulary. Learn about the Tour de France is.5.Mouth mechanics - o (recap from Y3/4/5)Lesson 5 –. learn about the French game of ****pétanque**** and to rehearse new vocabulary.6.Mouth mechanics - gn (recap from Y3/4/5)Lesson 6 - write an interview magazine article about the Olympic Games.Complete ‘Knowledge Catcher’ | | **Significant Person:**  **[Thierry Henry (Gender, Race)](https://www.bing.com/search?q=%c3%a9loyse+lesueur-aymonin&filters=dtbk:%22MCFvdmVydmlldyFvdmVydmlldyE4YzFlMTIwNS1lZjUyLTIwMzMtNmY4Ny0xNTlmOWI5MzkwNmM%3d%22+sid:%228c1e1205-ef52-2033-6f87-159f9b93906c%22+tphint:%22f%22&FORM=DEPNAV" \o "Éloyse Lesueur-Aymonin French long jumper" \t "_self)** 1.Mouth mechanics - on/om (recap from Y3/4/5)Lesson 1- explore French football vocabulary through a variety of language-learning techniques.2.Mouth mechanics - ou (recap from Y3/4/5)Lesson 2 (R) – use language detective skills to decode French football player profiles.3.Mouth mechanics - é/et/-er/-ez (recap from Y3/4/5)Lesson 3 - describe where a person comes from, using forms of the verb phrase ****venir de****.4.Mouth mechanics - in/im/ain/aim (recap from Y3/4/5)Lesson 4 (R) - develop reading and comprehension skills in French by answering questions about French footballers.5.Mouth mechanics – ien (recap from Y3/4/5)Lesson 5 (over 2 lessons) – apply knowledge and understanding of French football vocabulary to create a footballer profile in French.6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (over 2 lessons) - apply knowledge and understanding of French football vocabulary to create a footballer profile in French.Complete ‘Knowledge Catcher’ | | 1.Mouth mechanics - a/à/â (recap from Y3/4/5)Lesson 1- describe houses in French.2.Mouth mechanics - i (recap from Y3/4/5)Lesson 2 (R) – write a description of a house in French.3.Mouth mechanics -un (recap from Y3/4/5)Lesson 3 - use prepositions to describe the position of items in the bedroom.4.Mouth mechanics – an/am/en/em (recap from Y3/4/5)Lesson 4- use prepositions to describe the positions of objects in the bedroom.5.Mouth mechanics – au/eau/o (recap from Y3/4/5)Lesson 5 - (R) write a letter describing my home.Complete ‘Knowledge Catcher’ | | 1.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 1- begin using the near future tense.2.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 2– identify and form the present and near future tenses.3.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 3 (R) - describe which clothes to pack for a holiday.4.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 4 - read and understand a story about a summer holiday.5.Mouth mechanics - (repeat one based on needs of the class from an earlier unit).Lesson 5 (over 2 lessons) – plan a holiday to France.6.Mouth mechanics - (repeat one based on needs of the class from an earlier unit). Lesson 5 (R) (over 2 lessons) – present a plan of a holiday to France. Complete ‘Knowledge Catcher’ | | 1.Mouth mechanics - (recap from Y3/4/5)Lesson 1- create a description of my route to school.2.Mouth mechanics - (recap from Y3/4/5)Lesson 2 (R) – begin to understand, ask for and speak directions to places in a town.3.Mouth mechanics - (recap from Y3/4/5)Lesson 3 - learn about travel to France through role play.4.Mouth mechanics - (recap from Y3/4/5)Lesson 4 (R) - express and justify an opinion on where to visit in a town.5.Mouth mechanics - (recap from Y3/4/5)Lesson 5 (over 2 lessons) – analyse a text and identify key grammatical features.6.Mouth mechanics - repeat one based on needs of the class.Lesson 5 (over 2 lessons) - analyse a text and identify key grammatical features. Complete ‘Knowledge Catcher’ | |
|  | **Autumn A** | | **Autumn B** | | **Spring** | | Summer A | | Summer B | |
|  | fairemarcheradorerdétesterallerà droiteà gauche tout droitvitelentementC’est quel sport ?Tu aimes le sport ? | to doto walkto loveto detestto go (the whole verb paradigm) rightleftstraight aheadquickslowly Which sport is it?Do you like sport?nouns for sports | une équipe  un match de foot  un joueur/joueuse de foot  un supporteur  venir de  je viens de il/elle vient de | a team  a football match  a football player (masc/fem)  a supporter to come from I come from he/she comes from | J’habite dans…  un appartement  une grande/petite maison  une maison jumelée  la salle à manger  la cuisine  la chambre  le salon  il y a  il n’y a pas de  au rez-de-chaussée  au premier étage  en bas  en haut  sous  devant  derrière  à côté du /de la / de l’ / des Où est… ? Qu’est-ce que c’est ? c’est la salle à manger | I live in a flat  a big/small house  a terraced house  the dining room  the kitchen  the bedroom  the living room  there is  there is not  on the ground floor  on the first floor  downstairs upstairs under  in front of behind  next to the…  Where is…? What is it?  it is the dining room  **nouns for objects in a bedroom** | la plage  les montagnes il/elle va  nous allons  vous allez  ils/elles vont  Je vais aller  au/en/aux  rester  faire  Quand/où/pourquoi vas-tu en vacances ?  En été ou en hiver ?  Quel temps va-t-il faire ?  Que vas-tu faire ? Qu’est-ce qu’il y a dans ta valise ? | the beach  the mountains  he/she goes  we go  you go (formal/group)  they go (masc or mixed group/fem)  I am going to go  to (masc/fem/plural)  to stay to do/make When/where/where are you going on holiday?  In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase? | un billet  un carnet  entre  près/loin de  chez moi  voici  tourne à gauche / à droite  la deuxième à gauche / à droite  un billet pour Paris s’il vous plaît  où est … ?  tu vas aller au/à la/à l’… ? non, je ne vais pas aller au/à la/à l’… | a ticket  a book of tickets between near to/far from  at my house/home  here is/are turn left/right  second on the left/right  a ticket for Paris please  Where is…? Are you going to…?  Non, I am not going to… nouns for transport and places in town |
|  | J’aime/Je n’aime pas I like/ I don’t likeVerbs (Y5 Summer A) | | J’ai I haveVerbs (Y5 Summer A)Playground games and age (Y3 Spring A) Colour (see Y3 Autumn B and Y4 Autumn A) | | Bonjour - hello je m’appelle - My name ispetite/grande small/bigc’est it is mon/ma/mes my (m/f/pl)  habiter to live  My family (Y5 Summer B) | | Verbs (Y5 Summer A) Transport (Y3 Summer A)  Numbers, calendars and birthdays (Y4 Spring A)  Clothes (Y4 Autumn B)  Countries (Y5 Spring B, Y4 Summer B and Y6 Autumn A) | | Transport (Y3 Summer A) Il y a there isoù est ? where is?Directions (see Y6 Autumn A)Shops (see Y4 Summer A) Je vais I go | |