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 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 <u>appropriate to the language</u> 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** Link to Maths - shape.	**French playground games: numbers and age**	**In a French Classroom**	**Transport**	**Living things and food chains.** 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/â **Lesson 1**- greet someone and introduce yourself in French. **2.Mouth mechanics** - e **Lesson 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/om **Lesson 3 (R) (over 2 lessons)-** ask and answer a question about feelings in French. **4.Mouth mechanics** - s/ ç /c before e or i **Lesson 3 (R) (over 2 lessons)-** ask and answer a question about feelings in French. **5.Mouth mechanics** - j/g before e or i **Lesson 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/œu **Lesson 1-** recognise and name colour words. **2.Mouth mechanics** - i **Lesson 2 -** describe shapes by their colour. **3.Mouth mechanics** - ou **Lesson 3 (R) -** describe shapes by their size and colour. **4.Mouth mechanics** - r before e or i **Lesson 4 (over 2 lessons) -** understand and recognise cognates and near cognates through reading animal names, shapes and sizes. **5.Mouth mechanics** - e/eu/œ/œu **Lesson 4 (R) (over 2 lessons) –** create a Matisse-style composition using shapes. **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) **–** use number words to give more information about ourselves (age). **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.

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	Autumn A		Autumn B		Spring A		Spring B		Summer A		Summer B	
Core Vocabulary	je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir Comment tu t'appelles ? Ça va/Comment ça va ? S'il vous plait Merci	I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye What is your name? How are you? (informal/formal). Please Thank you	grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle c'est	big small red blue yellow green white black orange purple pink brown a circle a square a rectangle a triangle it is	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… Tu as… ?	listen write read close open speak watch/ look stand up sit down in my bag I have… I do not have… 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					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)	

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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** 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.

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	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 Individual: 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 Individual: 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'**

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	Autumn A		Autumn B		Spring A		Spring B		Summer A		Summer B	
Core Vocabulary	il/elle a les cheveux les yeux il/elle est poli(e) fort(e) travailleur/ travailleuse sportif/ sportive	he/she has hair eyes he/she is polite strong hard working sporty **Colour 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 I Il y a There is/are Size 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 like J'aime/Je n'aime pas I like/ I don't like Numbers (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 like Size and colour (see Y3 Autumn B) Numbers 1-12 (see Y3 Spring A)	

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- 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 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** Link to Science	**Shopping**	**French speaking world** 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 Individual: 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 different countries 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** - gn **Lesson 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	de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural) il/elle habite il/elle mange Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.)	of short pointy long he/she lives he/she eats What is it? head shoulders knes feet an eye ears mouth arms teeth nose legs **colour adjectives in masculine, feminine and plural forms**	énorme minuscule plus … que moins … que parce que loin/proche /près de	enormous tiny 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 like Numbers 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)	

HEAD PLACE
Confident Learner

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 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 **Links to Geography and PE**	**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 3 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 Individual: Éloyse Lesueur-Aymonin (Gender, Race)** **1.Mouth mechanics** - e (recap from Y3/4/5) **Lesson 1**- express playing a sport using the correct verb and preposition. **2.Mouth mechanics** - s/ ç /c before e or i (recap from Y3/4/5) **Lesson 2 (R) –** express sporting preferences using an opinion verb, a second verb and adjective **3.Mouth mechanics** - e/eu/œ/œu (recap from Y3/4/5) **Lesson 3** - to express travel plans using the verb aller **4.Mouth mechanics** - è/e/ei/ai (recap from Y3/4/5) **Lesson 4 (R) -** create sentences for a sports diary **5.Mouth mechanics** - o (recap from Y3/4/5) **Lesson 5 –**. Create a description using familiar language and grammatical structures. **Complete 'Knowledge Catcher'**	**Significant Individual: Thierry Henry (Gender, Race)** **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'**

ery Child a
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	Autumn A		Autumn B		Spring		Summer A		Summer B	
	faire marcher adorer détester aller à droite à gauche tout droit vite lentement C'est quel sport? Tu aimes le sport?	to do to walk to love to detest to go (the whole verb paradigm) right left straight ahead quick slowly 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 … ?** **Où 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 like Verbs (Y5 Summer A)		J'ai I have Verbs (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 is petite/grande small/big c'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 is où est ? where is? Directions (see Y6 Autumn A) Shops (see Y4 Summer A) Je vais I go	