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| <p>Autumn - Objectives</p> <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, and how they differ from or are similar to English.</p> <p>Appreciate stories, poems and rhymes in French.</p> <p>Describe people, places, actions and things orally and in writing.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures/ grammar.</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> | <p>Spring Objectives</p> <p>Engage in conversations, ask and answer questions, express opinions, respond to those of others.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, and how they differ from or are similar to English.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory and adapt these to create new sentences and express ideas clearly.</p> <p>To broaden their vocabulary and develop their ability to understand new words.</p> <p>To describe people, places, things and actions in writing.</p> | <p>Summer Objectives</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures/ grammar.</p> <p>To describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>To broaden their vocabulary and develop their ability to understand new words.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Write phrases from memory and adapt these to create new sentences and express ideas clearly.</p> <p>To present ideas and information orally to a range of audiences.</p> |
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Minimum learning is highlighted

Minimum vocabulary is in bold

| Knowledge | Topic Vocabulary 1 (Time Travelling – Y5 part 2) | Topic Vocabulary 2 (Let’s Visit a French Town – Y6) | Knowledge | Topic Vocabulary 1 (Let’s go Shopping – Y6) | Topic Vocabulary 2 (This is France – Y6) | Knowledge | Topic Vocabulary 1 (All in a Day – Y6) | Topic Vocabulary 2 (Our Precious Planet – Y6 part 1) |
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| <p>Recognise number words in spoken sentences.</p> <p>Say numbers larger than 100.</p> <p>Match the subject and verb for high frequency verbs.</p> <p>Recognise when somebody is saying a date.</p> <p>Make simple sentences with habiter.</p> | <p>Mille</p> <p>Nous sommes/ vous etes</p> <p>Il/ elle est</p> <p>Ils/ elles sont</p> <p>Plus de...</p> <p>Environ sept cent trente ans.</p> <p>J’ai presque dix ans</p> <p>Quelle est la date?</p> <p>Où êtes-vous né ?</p> | <p>J’habite.../ tu habites/ nous habitons/ vous habitez</p> <p>à côté de</p> <p>en face de</p> <p>apprendre</p> <p>La banque, la mairie, l’office de tourisme, le restaurant, la boucherie</p> | <p>Listen and respond to topic vocabulary.</p> <p>Answer questions using topic vocabulary.</p> <p>Take part in role play using key phrases studied.</p> <p>Greet and respond.</p> <p>Use the preposition entre.</p> <p>Write money amounts in French, up to 500 € in multiples of 50.</p> | <p>Euros, centimes</p> <p>C’est combien ?</p> <p>Voici votre monnaie.</p> <p>C’est deux euros quarante</p> <p>le magasin de chaussures, la boulangerie, la pâtisserie, le magasin de vêtements</p> <p>entre</p> | <p>Le Royaume-Uni, L’Espagne, La France, L’Italie, L’Allemagne</p> <p>est un voisin</p> <p>français (m)/française (f), canadien (m)/canadienne (f)</p> <p>Quelle est la distance entre...</p> <p>le nord, l’est, le sud, l’ouest</p> <p>À Paris, on peut...</p> | <p>Say and write a sentence to tell the time (o'clock and half past).</p> <p>Understand and use the terms used for a.m. and p.m.</p> <p>Tell the time in 24-hour time - o'clock and half past.</p> <p>Read and interpret timetables in 24-hour times - o'clock and half past.</p> <p>Identify some key environmental</p> | <p>Il est midi/minuit, Il est trois heures</p> <p>et demie</p> <p>du matin, de l’après-midi and du soir.</p> <p>À quelle heure... ?</p> <p>arrivées, départs, à l’heure, en avance, en retard</p> <p>la première leçon est..., la dernière leçon est...</p> | <p>Quels défis écologiques y a-t-il dans ta ville ?</p> <p>...il y a beaucoup de..., il n’y a pas beaucoup de...</p> <p>pollution de l’air, pollution de l’eau, pollution lumineuse, circulation, déchets, zones industrielles, verdure</p> <p>et</p> <p>Je pense que...</p> |

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| <p>Listen to and join in a song.</p> <p>Recognise key words and phrases and respond.</p> <p>Use a bilingual dictionary with support.</p> <p>Identify places in a French city or town.</p> <p>Listen for familiar vocabulary.</p> <p>Recognise ordinal numbers.</p> | <p>Je suis né à ...</p> | <p>à côté de, en face de</p> <p>Premier, deuxième ... dernier</p> | <p>Write an answer in a sentence using topic vocabulary.</p> <p>Create sentences independently using a model sentence.</p> <p>Write numbers in words which are multiples of ten.</p> <p>Describe position up to 4 compass points.</p> | | <p>être , est, était</p> <p>célèbre</p> | <p>challenges in their local area.</p> <p>Use 'il y a' to say what challenges there are.</p> <p>Link their sentences with 'et'.</p> <p>Write and read aloud a short paragraph.</p> | <p>À quelle heure commence..., À quelle heure finit...</p> | <p>de notre planète de l'environnement</p> |
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