


2024	Autumn		Spring		Summer	
Year 3			La Phonetique (1 Lessons) J'Apprends Le Francais (6 Lessons)	Les animaux (6 lessons)	Les instruments	Je peux (6 lessons)
Year 4			La Phonetique (2 Lessons) Je me presente (Presenting Myself)	Ma famille (My Family)	En classe (In the Classroom)	Quel temps fait-il ? (What Is the Weather?)
Year 5			La Phonetique (3 Lessons)	As-tu un animal ? (Do You Have a Pet?)	La date (The Date)	Chez moi (My Home)
Year 6			La Phonetique (4 Lessons)	À l'école (At School)	Manger et Bouger (Healthy Lifestyles)	La Seconde Guerre Mondiale (World War 2)

24/25 Onwards	Autumn		Spring		Summer	
Year 3	La Phonetique (1 Lessons) J'Apprends Le Francais (6 Lessons)	Les animaux	Les instruments	Je peux	Les glaces (6 lessons)	Les Legumes (6 lessons)
Year 4	La Phonetique (1 Lessons) Je me présente (Presenting Myself)	Ma famille (My Family)	Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)	En classe (In the Classroom)	Au salon de thé (At the Tea Room)	Quel temps fait-il ? (What Is the Weather?)
Year 5	La Phonetique (1 Lessons) As-tu un animal ? (Do You Have a Pet?)	La date (The Date)	Chez moi (My Home)	Les vêtements (Clothes)	Les Jeux olympiques (The Olympics)	Les Romains (Romans)
Year 6	La Phonetique (1 Lessons) À l'école (At School)	Manger et Bouger (Healthy Lifestyles)	Le week-end (The Weekend)	La Seconde Guerre Mondiale (World War 2)	Les Vikings (Vikings)	Moi dans le monde (Me in the World)


### 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 Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year and Term	Topic	Knowledge and Skills	Grammar	Phonics and Pronunciation	
Year 3 – Autumn 1	Phonics			1) CH OU ON OI	
	J'apprends le français (I Am Learning)	<ul style="list-style-type: none"> <li>✓ To locate France, Paris and a few key cities on a map.</li> <li>✓ To say our name</li> <li>✓ To say how we are feeling</li> <li>✓ To know up to 10 colours</li> </ul>	None – introductory unit	<ul style="list-style-type: none"> <li>• Recommended phonics focus: CH OU ON OI</li> <li>• Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois.</li> <li>• Guttural 'R'.</li> </ul>	Salut, bonjour, ça va bien, ça va mal, comme ci comme ça, au revoir, a plus tard, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, bleu, noir, marron, jaune, rouge, gris, blanc, vert, violet, orange
Year 3 – Autumn 2	Les animaux (Animals)	<ul style="list-style-type: none"> <li>✓ To name and recognise up to 10 animals in French.</li> <li>✓ To attempt to spell some of these nouns with their correct indefinite article.</li> <li>✓ To pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</li> </ul>	<p>Nouns, gender, articles/determiners and verbs.</p> <ul style="list-style-type: none"> <li>✓ To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns).</li> <li>✓ Looking more closely at two indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns).</li> <li>✓ Learning how to categorise nouns by gender (un or une).</li> <li>✓ Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: CH OU ON OI <ul style="list-style-type: none"> <li>- CH sound in cheval</li> <li>- OU sound in souris &amp; mouton</li> <li>- ON sound in cochon &amp; mouton</li> <li>- OI sound in oiseau</li> </ul> </li> <li>✓ Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.</li> <li>✓ Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.</li> </ul>	Un cheval, une souris, un oiseau, un mouton, un cochon, un lion, une vache, un singe, un lapin, un canard


Year 3 – Spring 1	Les instruments (Instruments)	<ul style="list-style-type: none"> <li>✓ Name and recognise up to 10 instruments in French.</li> <li>✓ Attempt to spell some of these nouns with their correct definite article/determiner in French.</li> <li>✓ Learn how to say I play an instrument in French.</li> </ul>	<p>Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only.</p> <ul style="list-style-type: none"> <li>✓ Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue.</li> <li>✓ Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality.</li> <li>✓ Introduction to three definite articles le, la and les (l' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: CH OU ON OI <ul style="list-style-type: none"> <li>- OU sound in joue</li> <li>- ON sound in non &amp; violon</li> </ul> </li> <li>✓ Contractions &amp; Silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent.</li> <li>✓ Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like violon and instruments.</li> </ul>	la trompette, la guitare, la batterie, la flute, à bec, la clarinette, la harpe, les cymbales, le violon
Year 3 – Spring 2	Je peux... (I Am Able...)	<ul style="list-style-type: none"> <li>✓ To recognise, remember and spell 10 action verbs in French.</li> <li>✓ To use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>✓ To attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) &amp; 'mais' (but).</li> </ul>	<p>Modal verb plus infinitive.</p> <ul style="list-style-type: none"> <li>✓ Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French.</li> <li>✓ The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: CH OU ON OI <ul style="list-style-type: none"> <li>- CH sound in chanter.</li> <li>- OU sound in jouer d'un instrument.</li> </ul> </li> <li>✓ Silent letters. 'X' is one of the 6 most commonly silent consonants in French.</li> <li>✓ Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an).</li> </ul>	Danser, chanter, sauter, cuisiner, jouer d'un instrument, patiner, dessiner, nager, parler français
Year 3 – Summer 1	Les glaces (Ice-Creams)	<ul style="list-style-type: none"> <li>✓ Name, recognise and remember up to 10 ice-cream flavours in French.</li> <li>✓ Attempt to spell some of these flavours.</li> <li>✓ Use the structure 'je voudrais...' plus an ice-cream flavour.</li> <li>✓ Say whether we would like a cone or pot and possibly how many scoops.</li> <li>✓ Learn how to say 'please' and 'thank you' in French.</li> </ul>	<p>Nouns, gender &amp; high frequency verb.</p> <ul style="list-style-type: none"> <li>✓ Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun.</li> <li>✓ Becoming more familiar with the high frequency verb conjugation je voudrais.</li> <li>✓ Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: CH OU ON OI <ul style="list-style-type: none"> <li>- ON sound in citron</li> <li>- CH sound in pistache</li> </ul> </li> <li>✓ Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat'. This happens often in French.</li> <li>✓ Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front</li> </ul>	Glace, la vanille, la fraise, la banana, au chocolat, au café, au citron, la menthe, au caramel, au cassis, une boule, deux boules, trois boules, un petit pot, un cornet

Year 3 – Summer 2	Les legumes (Vegetables)	<ul style="list-style-type: none"> <li>✓ Name, recognise and recall from memory up to 10 vegetables in French.</li> <li>✓ Attempt to spell some of these nouns with their plural article/determiner.</li> <li>✓ Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.</li> </ul>	<p>Nouns and articles/determiners in plural form.</p> <ul style="list-style-type: none"> <li>✓ Learning that the plural definite article/determiner (the word for ‘the’) is les in French and does not change.</li> <li>✓ Both the noun and definite article/determiner in French change in plural form. This does not happen in English.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: CH OU ON OI <ul style="list-style-type: none"> <li>- CH sound in champignon</li> <li>- ON sound in oignon</li> </ul> </li> <li>✓ Liaison. The reason why the final letter ‘s’ in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a noun that starts with a vowel – a normally silent ‘s’ is pronounced by as a ‘z’ sound. As with les oignons, les épinards and les aubergines.</li> <li>✓ H Aspiré. The letter ‘h’ in haricots is called a h aspiré. It is still a silent ‘h’ but there is no liaison. The final ‘s’ in les remains SILENT when used with haricots verts.</li> </ul>	les tomates, les petits pois, les courgettes, les haricots verts, les carottes, les champignons, les pommes de terre, les oignons, les épinards, les aubergines
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Year and Term	Topic	Knowledge and Skills	Grammar	Phonics and Pronunciation	
Year 4 – Autumn 1	Phonics			1) CH OU ON OI 2) I IN IQUE ILLE	
	Je me présente (Presenting Myself)	<ul style="list-style-type: none"> <li>✓ Know how count to 20 in French.</li> <li>✓ Ask somebody how they are feeling and give an appropriate response back.</li> <li>✓ Ask somebody their age, name, where they live and reply</li> </ul>	<p>Adjectival agreement.</p> <ul style="list-style-type: none"> <li>✓ An introduction to the concept of adjectival agreement, in the simplest form in French.</li> <li>✓ Adding an ‘e’ to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- IN sound in cinq</li> <li>- I sound in huit, dix, Patrick, habite &amp; Paris</li> </ul> </li> <li>✓ Silent letters. ‘S’ is not pronounced in appelles, ans, Paris, Londres or habites.</li> <li>✓ Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an ‘e’ is added to the end of anglais). The ‘s’ in ‘suis’ transforms and almost sounds like a ‘z’.</li> <li>✓ Elision. As seen in je m’appelle. Dropping of the last letter of a word (in this case the ‘e’ in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.</li> </ul>	un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, salut, bonjour, Au revoir, A plus tard, Je m’appelle, ça va bien, ça va mal, comme ci comme ça, français, anglaise, irlandais, gallois, écossaise, française, anglaise, irlandaise, galloise, écossaise


Year 4 – Autumn 2	Ma famille (My Family)	<ul style="list-style-type: none"> <li>✓ Remember the nouns for family members in French from memory.</li> <li>✓ Describe our own or a fictitious family in French by name, age and relationship.</li> <li>✓ Count up to 100 in French.</li> <li>✓ Understand possessive adjectives better in French ('my' form only).</li> </ul>	<p>Nouns, articles/determiners &amp; possessive adjectives.</p> <ul style="list-style-type: none"> <li>✓ Exploring possessive adjectives in French with a focus only on 'my.'</li> <li>✓ Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- IN sound in cinq &amp; cinquante</li> <li>- I sound in famille, Lisa, Jacqueline, petite &amp; fille</li> <li>- ILLE sound in famille &amp; fille</li> <li>- IQUE sound in unique</li> </ul> </li> <li>✓ Silent letters. The final consonant ('s') is not pronounced in appelle, ans, sœurs, mes grands-parents, les or parents. This often happens in French.</li> <li>✓ Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</li> </ul>	<p>la mère, le père, le frère, la sœur, la grand-mère le grand-père, la tante, l'oncle</p>
Year 4 – Spring 1	Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)	<ul style="list-style-type: none"> <li>✓ Listen attentively to a whole familiar fairy tale in French.</li> <li>✓ Remembering new language using picture, word and phrases cards.</li> <li>✓ Improve gist reading and gist listening skills.</li> <li>✓ Attempt to re-tell a familiar fairy tale in French using a mini book for support.</li> </ul>	<p>No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.</p>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- I sound in petit, lit &amp; il</li> <li>- ILLE sound in fille</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in the final 's' of fois and the 't' is not pronounced in et and forêt. Both letters are often silent when they are at the end of a French word.</li> <li>✓ Liaison. 'Ils ont'. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word.</li> </ul>	<p>Papa ours, Maman ours, Bebe ours, Boucle d'or, une maison, une foret, le grand bol, le moyen bol, le petit bol, le grande chaise, la Moyenne chaise, la petite chaise, une maison, une foret, le grand lit, le moyen lit, le petit lit</p>
Year 4 – Spring 2	En classe (In the Classroom)	<ul style="list-style-type: none"> <li>✓ Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>✓ Learn how to use the negative in French.</li> <li>✓ Describe what we have and do not have in our pencil case.</li> <li>✓ Respond to simple classroom commands.</li> </ul>	<p>Nouns, gender, articles/determiners &amp; use of the negative.</p> <ul style="list-style-type: none"> <li>✓ Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...'('I do not have') in French.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- I sound in lisez, silence, calculatrice, livre &amp; ciseaux</li> <li>- Ille sound in taille</li> </ul> </li> <li>✓ Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.</li> <li>✓ Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation.</li> </ul>	<p>Un livre, un cahier, un crayon, un stylo, un taille-crayon, un baton de colle, une regle, une calculatrice, une trousse, une gomme, un sac a dos, des ciseaux</p>

Year 4 – Summer 1	Au salon de thé (At the Tea Room)	<ul style="list-style-type: none"> <li>✓ Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France.</li> <li>✓ Understand better how to make nouns plural in French.</li> <li>✓ Improve our knowledge of French currency.</li> <li>✓ Order in French what we would like to eat and drink in a role-play.</li> </ul>	<p>Nouns, indefinite articles/determiners &amp; plurality.</p> <ul style="list-style-type: none"> <li>✓ Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- IN sound in cinquante.</li> <li>- I sound in sandwich, limonade, grenadine &amp; brioche.</li> </ul> </li> <li>✓ Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat &amp; lait but noting that cent is an exception!</li> </ul>	<p>Un croque-monsieur, un sandwich au fromage, un sandwich au jambon, un croissant, un pain au chocolat, une part de quiche, une brioche, une omelette, une salad, une part de gateau au chocolat, une crepe, une tartelette, un afe, un chocolat chaud, une lemonade, un cocoa-cola, un café au lait, une grenadine, un jus d'orange, un the</p>
Year 4 – Summer 2	Quel temps fait-il ? (What Is the Weather?)	<ul style="list-style-type: none"> <li>✓ Recognise and recall the 9 weather expressions in French from memory.</li> <li>✓ Ask what the weather is today and give a reply in French.</li> <li>✓ Describe the weather in France, in French using a weather map with symbols</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of il y a &amp; faire in weather phrases</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: I IN IQUE ILLE <ul style="list-style-type: none"> <li>- E sound in le &amp; de</li> <li>- EAU sound in beau</li> </ul> </li> <li>✓ Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans &amp; mauvais and the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.</li> <li>✓ Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.</li> </ul>	<p>il fait froid, il fait chaud, il y a du vent, il fait beau, il y a un orage, il pleut, Dans le centre de la France, Dans l'est de la France, Dans le sud de la France, Dans l'ouest de la France, Dans le nord de la France</p>

Year and Term	Topic	Knowledge and Skills	Grammar	Phonics and Pronunciation	
Year 5 – Autumn 1	Phonics			1) CH OU ON OI 2) I IN IQUE ILLE 3) EAU EUX É È E	
	As-tu un animal ? (Do You Have a Pet?)	<ul style="list-style-type: none"> <li>✓ Know the nouns and indefinite articles for 8 common pets.</li> <li>✓ Ask somebody if they have a pet and give an answer back.</li> <li>✓ Say in French what pet we have/do not have and give our pet's name.</li> <li>✓ Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>	Indefinite articles, high frequency verbs & negative. <ul style="list-style-type: none"> <li>✓ Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/ determiners un and une.</li> <li>✓ Negative structure je n'ai pas de/d...</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: É E È EAU EUX               <ul style="list-style-type: none"> <li>- É sound in Cécile</li> <li>- E sound in je &amp; de</li> <li>- EAU sound in oiseau</li> </ul> </li> <li>✓ Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et &amp; chat. 's' &amp; 't' are often silent at the end of French words.</li> <li>✓ 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'.</li> <li>✓ Elision 'Je n'ai pas d'oiseau'. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</li> </ul>	Un lapin, un chien, un chat, un oiseau, une souris, une torture, un poisson rouge, un hamster
Year 5 – Autumn 2	La date (The Date)	<ul style="list-style-type: none"> <li>✓ Recognise and recall the 12 months of the year in French.</li> <li>✓ Ask what the date is and say the date in French.</li> <li>✓ Ask somebody when their birthday is and say when their own birthday is in French</li> </ul>	Ordinal & cardinal numbers. <ul style="list-style-type: none"> <li>✓ To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence.</li> <li>✓ The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: É E È EAU EUX               <ul style="list-style-type: none"> <li>- É sound in février, décembre</li> <li>- E sound in septembre &amp; novembre</li> </ul> </li> <li>✓ Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet.</li> <li>✓ Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi &amp; mercredi. Made from the back of the mouth, not the front.</li> </ul>	un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, Juillet, aout, septembre, octobre, novembre, decembre

Year 5 – Spring 1	Chez moi (My Home)	<ul style="list-style-type: none"> <li>✓ Say and write in French whether we live in a house or an apartment.</li> <li>✓ Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</li> <li>✓ Use the conjunction 'et' (and) to link two sentences together.</li> </ul>	<p>Indefinite articles, negative &amp; high frequency verbs.</p> <ul style="list-style-type: none"> <li>✓ Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb.</li> <li>✓ Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: É E È EAU EUX <ul style="list-style-type: none"> <li>- E sound in appartement</li> <li>- EAU sound in bureau</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words.</li> <li>✓ Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>	<p>une maison, un appartement, en ville, a la montagne, a la campagne, dans un village, au bord de la mer, un salon, une buanderie, une chambre, un garage, une alle a manger, une salle de bains, un sous-sol, un Jardin, une cuisine</p>
Year 5 – Spring 2	Les vêtements (Clothes)	<ul style="list-style-type: none"> <li>✓ Recognise and recall from memory 21 items of clothing.</li> <li>✓ Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing.</li> <li>✓ Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.</li> </ul>	<p>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles &amp; adjectival agreement.</p> <ul style="list-style-type: none"> <li>✓ The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced. Adjectival agreement is also revisited and extended using colours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: É E È EAU EUX <ul style="list-style-type: none"> <li>- É sound in écharpe</li> <li>- E sound in chemise &amp; chemisier</li> <li>- EAU sound in manteau</li> </ul> </li> <li>✓ Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. <ul style="list-style-type: none"> <li>-ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.</li> </ul> </li> <li>✓ Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.</li> </ul>	<p>Un maillot de bain, un manteau, un short, une chemise, une cravate, des chaussures, des chaussettes, sed collants, des bottes, une veste, une echarpe, une robe, une jupe, des lunettes, un tee shirt, un pull, un chemisier, une casquette, des gants, des sandales</p>
Year 5 – Summer 1	Les Jeux olympiques (The Olympics)	<ul style="list-style-type: none"> <li>✓ Understand the key facts of the ancient and modern Olympics recounted in French.</li> <li>✓ Learn 10 nouns and articles for common Olympic sports.</li> <li>✓ Explore the full present tense conjugation of the high frequency verb faire.</li> <li>✓ Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</li> </ul>	<p>Adjectival agreement &amp; irregular verb faire.</p> <ul style="list-style-type: none"> <li>✓ To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article).</li> <li>✓ To explore the whole present tense verb conjugation of the verb faire.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in olympiques &amp; antique</li> <li>- Ç sound in français</li> <li>- EN sound in commence, pendant &amp; argent</li> <li>- AN sound in antique, pendant &amp; grands</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string.</li> </ul>	<p>Les Jeux Olympiques, l'athletisme, l'euitation, le tir a l'arc, l'aviron, le cyclisme, la boxe, leplongeon, l'escrime, la natation</p>

Year 5 – Summer 2	Les Romains (Romans)	<ul style="list-style-type: none"> <li>✓ Understand the key facts of the history of Ancient Rome in French.</li> <li>✓ Say and spell the days of the week in French.</li> <li>✓ Name some/all of the most famous Roman inventions in French.</li> <li>✓ Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</li> </ul>	Changing sentences from the positive to their negative form using the structure ne...pas de/d'...	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: É E È EAU EUX <ul style="list-style-type: none"> <li>- É sound in Rémus, légende &amp; Jésus</li> <li>- E sound in le &amp; selon</li> <li>- È sound frère, père, mère &amp; athlètes</li> <li>- EAU sound in jumeau</li> <li>- EUX sound in deux &amp; dieux</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in les and the 't' is not pronounced in est and font. Both these consonants are often silent letters when they are at the end of words in French.</li> <li>✓ Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like latin, lundi, garçon, dimanche, mange and viande.</li> </ul>	Diane, Mars, Mercure, Jupiter, Venus, Saturne, Apollon, Je mange de la bouillie, Je porte une tunique, Je mange de la viande, les esclaves, Je vais a l'école, les plebeiens, les senateurs, Je ne vais pas a l'école, la sculpture, les acqueducs, les thermes romains, la numeration romaine, le Latin, le chauffage central, les ponts romains, les routes romaines, la mosaïque
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Year and Term	Topic	Knowledge and Skills	Grammar	Phonics and Pronunciation	
Year 6 – Autumn 1				1) CH OU ON OI 2) I IN IQUE ILLE 3) EAU EUX É È E 4) QU GNE Ç EN AN	

	À l'école (At School)	<ul style="list-style-type: none"> <li>✓ Name the subjects we study in school in French with the correct definite article/determiner.</li> <li>✓ Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> <li>✓ Start to tell the time by learning how to say time by the hour.</li> <li>✓ Explore the irregular, high frequency verb 'aller' (to go) in full.</li> </ul>	<p>Nouns, gender, definite articles &amp; high frequency irregular verb aller.</p> <ul style="list-style-type: none"> <li>✓ Revision of definite article le, la, l' and les. Full verb conjugation of the verb ALLER, high frequency irregular verb.</li> <li>✓ Learning how to also use opinions and justifications.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in informatique &amp; musique</li> <li>- Ç sound in français</li> <li>- AN sound in anglais, français, amusant &amp; intéressant</li> <li>- EN sound in sciences</li> </ul> </li> <li>✓ Silent letters. The children will hear and see that the final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French.</li> <li>✓ Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French</li> </ul>	<p>le français, le dessin, l'anglais, les maths, la musique, les sciences, l'histoire, le sport, la géographie, l'informatique</p>
Year 6 – Autumn 2	Manger et Bouger (Healthy Lifestyles)	<ul style="list-style-type: none"> <li>✓ Say and write what we eat and drink to stay healthy.</li> <li>✓ Say and write what we do not eat and drink to stay healthy.</li> <li>✓ Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>✓ Follow a simple, healthy recipe in French.</li> </ul>	<p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions.</p> <ul style="list-style-type: none"> <li>✓ Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas &amp; je ne bois pas).</li> <li>✓ Exploring verbs in the imperative form to give instructions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in électroniques</li> <li>- EN sound in entier</li> <li>- AN sound in manger, santé, viande &amp; mélangez</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words.</li> </ul>	<p>de la viande blanche, des céréales, du fromage allège, du lait écrémé, du poisson, du pain complet, de l'eau, des noisettes, des légumes, des fruits, du chocolat, des boissons sucrées, du beurre, de la viande rouge, du lait entier, du pain blanc, des bonbons, Épluchez! Coupez! Faites cuire!, je fais de la natation, je joue au foot, je fais du tennis, je fais du judo, je ne regarde pas la télévision, je ne joue pas aux jeux électroniques, je fais du cyclisme</p>

Year 6 – Spring 1	Le week-end (The Weekend)	<ul style="list-style-type: none"> <li>✓ Tell the time in French using quarter past, half past and quarter to.</li> <li>✓ Say and write in French what we do at the weekend using two or more sentences.</li> <li>✓ Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul>	<p>Verbs, conjunctions and opinions.</p> <ul style="list-style-type: none"> <li>✓ Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in quelle, informatique &amp; musique</li> <li>- AN sound in bandes, amusant, intéressant &amp; fatigant</li> <li>- EN sound in prends &amp; finalement</li> </ul> </li> <li>✓ Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.</li> <li>✓ Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</li> </ul>	<p>Je me lève. Je prends mon petit-déjeuner. Je vais au cinéma. Je lis des bandes dessinées. Je joue au foot. Je joue à l'ordinateur. Je vais à la piscine. Je regarde la télé. J'écoute de la musique. Je me couche.</p>
Year 6 – Spring 2	La Seconde Guerre mondiale (World War 2)	<ul style="list-style-type: none"> <li>✓ Group and order words to decode unknown language.</li> <li>✓ Understand the key facts of history from WW2 when described in French.</li> <li>✓ Say and write in French the key countries and languages involved in WW2.</li> <li>✓ Write a letter in French home explaining what life is like as an evacuee living in the countryside.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recycling and consolidation of the language learning skills connected to recognising and categorising nouns, verbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in Tchecoslovaquie &amp; tchecoslovaque</li> <li>- Ç sound in français</li> <li>- GNE sound in Allemagne &amp; Pologne</li> <li>- AN sound in Angleterre, amusant &amp; dangereux</li> <li>- EN sound in parents &amp; enfumé</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in français, anglais and the 'x' is not pronounced in dangereux, as with the 't' which is not heard in et and amusant. This often happens when these letters are the last consonants in French.</li> </ul>	<p>L'Angleterre, La France, L'Italie, L'Allemagne, La Pologne, La Tchecoslovaquie, Les États-Unis</p>

Year 6 – Summer 1	Les Vikings (Vikings)	<ul style="list-style-type: none"> <li>✓ Name the six key periods of Ancient Britain in French.</li> <li>✓ Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French.</li> <li>✓ Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.</li> </ul>	<p>Adjectival agreement, high frequency regular &amp; irregular verbs, conjunctions, possessives &amp; reflexive verbs.</p> <ul style="list-style-type: none"> <li>✓ Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être. Improving accuracy using adjectives and introducing the concept of reflexive verbs in French.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- Ç sound in garçon &amp; français</li> <li>- EN sound in intelligent, violent &amp; excellent</li> <li>- AN sound in grand &amp; terrifiant.</li> </ul> </li> <li>✓ Silent letters. The 'd' is not pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced.</li> <li>✓ Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronu</li> </ul>	<a href="#">Vikings Wonderful Words.pdf</a>
Year 6 – Summer 2	Moi dans le monde (Me in the World)	<ul style="list-style-type: none"> <li>✓ Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</li> <li>✓ Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</li> <li>✓ Say and write something we do to help the planet.</li> </ul>	<p>Verbs &amp; near future tense.</p> <ul style="list-style-type: none"> <li>✓ Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recommended phonics focus: QU Ç GNE EN AN <ul style="list-style-type: none"> <li>- QU sound in quel, qu'est-ce que, quelle &amp; plastique</li> <li>- Ç sound in ça &amp; français</li> <li>- GNE sound in montagnes</li> <li>- EN sound in commence, Valentin &amp; environnement</li> <li>- AN sound in dans, Canada, musulman &amp; France</li> </ul> </li> <li>✓ Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word.</li> <li>✓ -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.</li> </ul>	<a href="#">Me In The World Wonderful Words.pdf</a>