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| **Year 5** | **Topic/Theme:**  **I am learning French** | **Topic/Theme:**  **I am able** | **Topic/Theme:**  **Ancient Britain** | **Topic/Theme:**  **Animals** | **Topic/Theme:**  **Shapes** | **Topic/Theme:**  **Ice Creams** |
| **Concept:**  Pinpoint France and other French speaking countries on a map of the world.  Ask and answer the question ‘How are you?’ in French.  Say ‘Hello’ and ‘Goodbye’ in French.  Ask and answer the question ‘What is your name?’ in French.  Count to 10 in French.  Say 10 colours in French. | **Concept:**  Recognise, recall and spell 10 action verbs in French.  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).  Write more complex sentences using the conjunctions ‘et’ (and / ‘mais’ (but). | **Concept:**  Learn the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).  Name in French, the six key periods of ancient Britain, introduced in  chronological order.  Be able to say in French three of the types of people who lived in ancient Britain. | **Concept:**  Recognise, recall, and spell up to 10 animals in French with their  correct determiners/ indefinite articles.  Understand that there are more determiners/ articles in French than  in English. | **Concept:**  Name and recognise up to 10 shapes in French.  Attempt to spell some of these nouns.  Recognise that nouns have an article in French and in this case,  the indefinite ‘un’ or ‘une’.  Have an opportunity to learn and/or revise numbers 1-5. | **Concept:**  Name and recognise up to 10 different flavours for ice creams.  Ask for an ice-cream in French using ‘je voudrais’.  Say what flavour they would like.  Say whether they would like a cone or a small pot/tub of ice-cream. |
| **Skills:**  Listening/Reading/ Writing/Grammar/ Phonics  Greetings  Colours | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Action verbs  ‘je peux’ ‘je ne peux pas’ | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Verbs être, habiter, avoir. | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Verbs: être | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Shapes | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Ice Creams |
| **Outcome/Assessment:**  Be able to greet a person in French  Count in French  Colours | **Outcome/Assessment:**  Be able to say what you can and cannot do in French. | **Outcome/Assessment:**  Understand vocabulary surrounding Ancient Britain. | **Outcome/Assessment:**  Use vocabulary to identify animals. | **Outcome/Assessment:**  Use vocabulary to identify and name shapes. | **Outcome/Assessment:**  Understand key vocabulary about ice creams |

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| **Year 6** | **Topic/Theme:**  **As-tu un animal ? (Do You Have a Pet?)** | **Topic/Theme:**  **Chez moi (My Home)** | **Topic/Theme:**  **En classe (In the Classroom)** | **Topic/Theme:**  **Je me présente (Introducing Myself)** | **Topic/Theme:**  **La date (The Date)** | **Topic/Theme:**  **Le Petit Chaperon rouge (Little Red Riding Hood)** |
| **Concept:**  By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. | **Concept:**  By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. | **Concept:**  By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. | **Concept:**  By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. | **Concept:**  Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.  Numeracy link. | **Concept:**  In this unit pupils will learn to listen carefully to able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills. |
| **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above | **Skills:**  Listening/Reading/  Writing/Grammar/  Phonics  Vocabulary relating to topics above |
| **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently | **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently | **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently | **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently | **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently | **Outcome/Assessment:**  Being able to recognise and use topic vocabulary confidently |

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| **Year 7** | **Topic/Theme:**  **Famille et copains** | **Topic/Theme:**  **Famille et copains** | **Topic/Theme:**  **Chez moi** | **Topic/Theme:**  **Chez moi** | **Topic/Theme:**  **Ma journée** | **Topic/Theme:**  **Ma journée** |
| **Concept:**  La rentrée  Frères et sœurs  Ma famille  Tu as un animal?  European Day of Languages | **Concept:**  Je me présente  Remembrance  Portraits  Opinions  Noël en France | **Concept:**  Où habites-tu?  Ma maison  Ma chambre  Le soir | **Concept:**  Quelle heure est-il?  Francophonie  Au centre ville  More about opinions | **Concept:**  Le matin  Mes matières  Pourquoi  Mon emploi du temps  Après le collège | **Concept:**  Le sport et les jeux  Qu’est-ce que tu aimes faire ?  Vive les vacances |
| **Skills:**  Verbs: avoir, être  Adjectival agreement  Describing your family and pets  Possessive adjective mon, ma, mes  Plural nouns  Celebrate community languages  French phonics | **Skills:**  Describing yourself and others  Singular and plural adjectival agreements  Expressing opinions  Remembrance in France  Christmas in France  Reading a short story  Using a bilingual dictionary  French phonics | **Skills:**  Describing where I and other people live  Focus on articles a/the  Using prepositions  Il y a /il n’y a pas  C’est  Verbs : Aller; Using habiter and –er verb endings  Conditional : je voudrais  French phonics | **Skills:**  Talking about what you do in the evening  Complex sentences  Telling the time  Pronouns: je tu il elle on nous vous ils elles, formal address  Asking about places in town  using est-ce qu’il y a… ?  Negative sentences  French speaking countries in the world  French phonics | **Skills:**  Complex opinions, parce que/car  Talking about morning routine using reflexive verbs  Verb: Faire  Talking about school subjects, your timetable  and after school activities  French phonics | **Skills:**  Understanding a longer text  More speaking practice and asking questions  Using opinion + infinitive  Near future using Aller+ infinitive  Talking about holiday  French phonics |
| **Outcome/ Assessment:**  Teacher assessment | **Outcome/ Assessment:**  Write a piece about your family with minimal support | **Outcome/ Assessment:**  Teacher assessment | **Outcome/ Assessment:**  Write a piece about where you live with minimal support | **Outcome/ Assessment:**  Teacher assessment | **Outcome/ Assessment:**  Write a piece about holiday with minimal support |

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| **Year 8** | **Topic/Theme:**  **Famille et domicile** | **Topic/Theme:**  **Famille et domicile** | **Topic/Theme:**  **Temps libre** | **Topic/Theme:**  **Temps libre** | **Topic/Theme:**  **Using three time frames** | **Topic/Theme:**  **Using three time frames** |
| **Concept:**  Mon album de famille  Au boulot  Où habitent-ils ?  Quel temps fait il ?  Black History : Josephine Baker | **Concept:**  Une journée dans la vie de  Remembrance  More on opinions  Christmas traditions in France – Galette des rois | **Concept:**  Hier soir  On a regarde la télé  Verbs in the past tense  More on opinions (past tense) | **Concept:**  Tu es sortie samedi ?  Le weekend dernier  More verbs in the past tense  Writing practice – past tense paragraph | **Concept:**  Présent, passe, future (using three time frames)  Asking questions  More on complex sentences  Using varied connectives and opinions | **Concept:**  Transition exam  Reading oger texts  Translation skills  Speaking about past holidays  Linking and extending sentences  Bastille Day |
| **Skills:**  Talking about families  Using -er verbs  Talking about jobs people do  Using masculine and feminine nouns  Talking about where people live  Using depuis  Describing the weather | **Skills:**  Remembrance traditions  Using a bilingual dictionary  Describing a typical day  Using irregular verbs  More on opinions  Negative sentences  Understand French Christmas traditions | **Skills:**  Talking about last weekend  Perfect tense with avoir  Talking about last night  Irregular past participles  TV programmes  Use opinions in the past with c’était | **Skills:**  Talking about where you went  Perfect tense with être  Talking about events in the past  Linking and extending sentences | **Skills:**  Use and compare three tenses  Practise writing for exams | **Skills:**  Practising translation skills, speaking skills, reading longer pieces  Bastille Day |
| **Outcome/ Assessment:**  Write a piece about the above topics with support | **Outcome/ Assessment:**  Write a piece about the above topics with minimal support | **Outcome/ Assessment:**  Write a piece about the above topics with support | **Outcome/ Assessment:**  Write a piece about the above topics with no support | **Outcome/ Assessment:**  Write a piece about the above topics with support | **Outcome/ Assessment:**  Write a piece about the above topics in controlled assessment conditions |