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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 sentencestructures 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 inchronological 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 theircorrect determiners/ indefinite articles.Understand that there are more determiners/ articles in French thanin 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/PhonicsGreetings Colours | **Skills:** Listening/Reading/Writing/Grammar/Phonics Action verbs ‘je peux’ ‘je ne peux pas’ | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVerbs être, habiter, avoir.  | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVerbs: être | **Skills:** Listening/Reading/Writing/Grammar/PhonicsShapes | **Skills:** Listening/Reading/Writing/Grammar/PhonicsIce Creams |
| **Outcome/Assessment:** Be able to greet a person in French Count in FrenchColours | **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/PhonicsVocabulary relating to topics above | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVocabulary relating to topics above | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVocabulary relating to topics above | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVocabulary relating to topics above | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVocabulary relating to topics above | **Skills:** Listening/Reading/Writing/Grammar/PhonicsVocabulary 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 rentréeFrères et sœursMa famille Tu as un animal?European Day of Languages | **Concept:** Je me présenteRemembrancePortraits OpinionsNoël en France | **Concept:** Où habites-tu?Ma maisonMa chambreLe soir | **Concept:** Quelle heure est-il?FrancophonieAu centre villeMore about opinions | **Concept:** Le matinMes matièresPourquoiMon emploi du tempsAprès le collège | **Concept:** Le sport et les jeuxQu’est-ce que tu aimes faire ?Vive les vacances |
| **Skills:** Verbs: avoir, êtreAdjectival agreementDescribing your family and petsPossessive adjective mon, ma, mesPlural nounsCelebrate community languagesFrench phonics | **Skills:**Describing yourself and othersSingular and plural adjectival agreementsExpressing opinionsRemembrance in FranceChristmas in FranceReading a short storyUsing a bilingual dictionaryFrench phonics | **Skills:** Describing where I and other people liveFocus on articles a/theUsing prepositionsIl y a /il n’y a pasC’est Verbs : Aller; Using habiter and –er verb endings Conditional : je voudraisFrench phonics | **Skills:** Talking about what you do in the eveningComplex sentencesTelling the timePronouns: je tu il elle on nous vous ils elles, formal address Asking about places in townusing est-ce qu’il y a… ?Negative sentencesFrench speaking countries in the worldFrench phonics | **Skills:**Complex opinions, parce que/carTalking about morning routine using reflexive verbsVerb: FaireTalking about school subjects, your timetableand after school activitiesFrench phonics | **Skills:** Understanding a longer textMore speaking practice and asking questionsUsing opinion + infinitiveNear future using Aller+ infinitiveTalking 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 familleAu boulotOù habitent-ils ?Quel temps fait il ?Black History : Josephine Baker | **Concept:** Une journée dans la vie deRemembranceMore on opinionsChristmas traditions in France – Galette des rois | **Concept:** Hier soirOn a regarde la téléVerbs in the past tenseMore on opinions (past tense) | **Concept:** Tu es sortie samedi ?Le weekend dernierMore verbs in the past tenseWriting practice – past tense paragraph | **Concept:** Présent, passe, future (using three time frames)Asking questionsMore on complex sentencesUsing varied connectives and opinions | **Concept:** Transition exam Reading oger textsTranslation skillsSpeaking about past holidaysLinking and extending sentencesBastille Day |
| **Skills:** Talking about familiesUsing -er verbsTalking about jobs people doUsing masculine and feminine nounsTalking about where people liveUsing depuis Describing the weather | **Skills:** Remembrance traditionsUsing a bilingual dictionaryDescribing a typical dayUsing irregular verbsMore on opinionsNegative sentencesUnderstand French Christmas traditions | **Skills:** Talking about last weekendPerfect tense with avoirTalking about last nightIrregular past participlesTV programmesUse opinions in the past with c’était | **Skills:** Talking about where you wentPerfect tense with êtreTalking about events in the pastLinking and extending sentences | **Skills:** Use and compare three tensesPractise 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 |