



Curriculum Map for MFL

Speaking		Reading		Writing	
A	I can introduce myself	A	I can read and understand 1-2 sentences using familiar language	A	I can write 1-2 sentences on a familiar topic
B	I can name and describe an object	B	I can use a visual dictionary or glossary to look up new Words		
C	I can join in with songs and rhymes				
D	I can have a conversation saying 2-3 things				
E	I can give a response using a short phrase				
F	I am starting to speak in short sentences				

KS2 - Year 3	Spring 2	Summer 1	Summer 2
	<p>The national curriculum for languages aims to ensure that all pupils</p> <ul style="list-style-type: none"> ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied. 		
	<p>Unit 1</p> <p>Greet and say goodbye to someone</p> <p>Context/ Language Greetings: bonjour, salut, au revoir Madame, monsieur, mademoiselle</p> <p>Grammar / skills Social conventions Gender forms</p> <p>ICT Research landmarks in France. Use puppet pals or toontastic to use speech.</p> <p>Cross Curricular Links Use of puppets Drama , speaking / listening</p> <p>Ask someone's name and reply</p> <p>Context/ Language</p>	<p>Unit 2</p> <p>Identify classroom objects</p> <p>Context/ Language Une trousse, un stylo, une regle, un crayon, un cahier, un sac, une gomme</p> <p>Grammar / skills Gender, ask and answer questions</p> <p>Reading Matching words to pictures, labelling</p> <p>ICT Toontastic, select class setting and add class objects.</p> <p>Cross Curricular Links Real world, real life objects</p> <p>Colours & Describe an Object's Colour</p> <p>Context/ Language</p>	<p>Unit 3: Mon Corps</p> <p>Identify body parts</p> <p>Context/ Language Les yeux, les cheveux, la bouche, les oreilles, la jambe, le nez, le bras.</p> <p>Extend to other body parts</p> <p>Grammar / skills Gender Definite article</p> <p>Reading Reading words, labelling, matching</p> <p>ICT French games.net.</p> <p>Cross Curricular Links Science: body</p> <p>Hair and Eye Colour</p>

Greetings : Comment t'appelles - tu?

Je m'appelle

Grammar / skills

Question and answers.

Conversational skills

Reading

Simple conversation

Ask how someone is and reply

Context/ Language

Ca va? Oui ca va bien. Comme ci comme ca, Non, ca ne va pas.

Grammar / skills

Question and answers

Conversational skills

Negative forms

Reading

Building upon a simple greetings conversation.

Variety of formats, speech bubbles, finding the spaces to separate the words, cross-words, etc

ICT

Use Morpho to represent how feeling and respond

Basic Nouns

Context/ Language

Instruments

Girl , boy, dragon

Grammar / skills

Gender

Nouns

Reading

Use of bi-lingual dictionaries to find other instruments

Cross Curricular Links

Instruments - links to music

Numbers 1-10

Context/ Language

Extras

Grammar / skills

Pronunciation

Extend beyond 10

Rouge, rose, bleu, jaune, marron, orange Extend to other colours

Grammar / skills

Basic word order

Reading

Following instructions to colour certain objects

ICT

Use ipastels, etc to create a colourful picture

Cross Curricular Links

Art: colour wheel, mixing colours. Maths: colour by numbers

Classroom Instructions

Context/ Language

Ecoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez,

Extend to find more instructions

Grammar / skills

Sp and listening

Imperative verbs

Correct pronunciation

Reading

Recognise how sounds are represented in written form

Cross Curricular Links

Games

Madame Myatt dit,,,,

School Subjects

Context/Language

les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I dont like]

Grammar Skills

Build sentences in the context of subjects studied at school. Speak and write sentences using a positive response 'J'aime' or a negative respons ' Je n'aime pas'

Reading

Phrases, timetables.

Cross Curricular Links

Context/ Language

J'ai les cheveux bleu

J'ai les yeux marron

Grammar / skills

Adjectives : colours

Other hair styles

Long, short, curly, etc

Simple word order, simple descriptions

Reading

Reading words, matching

Reading descriptions

ICT

French games .net

Morph of self and describe hair and eyes

Cross Curricular Links

Jigsaw

How we are all different

Days of the Week

Context/ Language

Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Grammar / skills

Writing, reading, saying short phrases

Reading

Read short phrases: today it is...My favourite day is

ICT

Hangman for days of week

French games.net

Cross Curricular Links

Maths: Ordinal numbers

Cultural capital. Where do the French names for the days of the week originate?

Character Descriptions

Context/ Language

Je suis,,, grand(e), petit(e), timide, bavard(e) drole, sympa.

Extend list of adjectives

Grammar / skills

Gender forms

Reading

Reading phrases

	<p>Reading Matching words to numbers</p> <p>Cross Curricular Links Links to maths Pictograms, adding, subtracting, odds, evens, bar modals, part part whole.</p> <p>How Old Are You? Context/Language Quel âge as-tu? [How old are you?], J'ai ... ans. [I'm ... years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].</p> <p>Grammar Skills Speaking in short phrases using basic language structures. Question and answers. Listen and respond.</p> <p>Reading Numbers and short phrases</p> <p>Cross Curricular Links Links to maths, numbers, dates.</p> <p>Additional Coverage Context/ Language Extras</p> <p>Grammar / skills Assessment of conversational skills Assess against ARE Yr 3</p> <p>Reading Opportunities to read bi-lingual French English fiction / non fiction and large Rigolo books. Deric posters about French landmarks.</p> <p>ICT Use ipads linked to St Andrew's curriculum topics</p>	<p>Recognising other subjects and the contents of that subject.</p> <p>Around School</p> <p>Context/Language La sale de classe (f) (classroom) La sale de musique (f) (music room) La sale d'informatique (f) (IT room) La cantine (f) (dining hall) Où es-tu? (where are you going?) Je suis dans (I am on) Les endroits dans l'école (places around school)</p> <p>Grammar Skills Broadening vocabulary. Understanding new words. Engage in conversation and ask / answer questions.</p> <p>Reading Names of rooms around school</p> <p>Cross Curricular Links Links to plan views in Geography</p> <p>Additional Coverage Context/ Language Extras</p> <p>Grammar / skills Assessment ARE Extending sentences, adding descriptions, building fluency</p> <p>Reading Read bi-lingual books Use bi-lingual dictionaries weekly</p> <p>ICT Games on French games. net</p>	<p>ICT Morpho</p> <p>Cross Curricular Links Jigsaw How we are all different</p> <p>Additional Coverage Context/ Language Assess conversational skills</p> <p>ICT Links to Amazing bodies Use ipads to play games learning about other animals and human body parts</p> <p>Cross Curricular Links Links to Earth and rocks Looking at French mountains and coastlines</p>
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Speaking		Reading		Writing	
A	I can introduce people and give an opinion about them	A	I can use a simple bi-lingual dictionary or glossary to look up new words	A	I can write 2-3 short sentences on a familiar topic
B	I can name and describe a place	B	I can read and understand 2-3 sentences with familiar language	B	I can write 2-3 phrases from memory
C	I can name and describe an object				
D	I can have a conversation saying 3-4 things				
E	I can extend my sentences using 'et'	C	I can explain the main points of a short passage 2-3 sentences		
F	I can say what I like/dislike about a familiar topic				

KS2 - Year 4	Autumn 1	Autumn 2	Spring 1
<p>The national curriculum for languages aims to ensure that all pupils</p> <ul style="list-style-type: none"> ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied. 			
	<p>Unit 4: Les Animaux</p> <p>Animals and pets Context/ Language J'ai + animal, Je n'ai pas d'animal, un chien, un chat, un tortue, un lapin, un oiseau, une souris Extend knowledge of animals Grammar / skills Genders Recognise the negative form Reading Labelling Matching animal sounds to animal names</p> <p>Numbers 11-30 Context/ Language J'ai + animal Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?] Grammar / skills</p>	<p>Unit 5</p> <p>Identify Family Members Context/ Language Ma mere, mon pere, mon frere, ma soeur, mes parents Grammar / skills Genders Reading Use bi-lingual dictionaries to extend family tree Introduce family members 3rd person Cross Curricular Links History: family trees</p> <p>Alphabet Context/ Language Letters and accents Grammar / skills Pronunciation Spelling. Reading Reading words Sing the alphabet song</p>	<p>Unit 6: Bon Anniversaire</p> <p>Recognise and ask for snacks Context/ Language Qu'est-ce que veux? Je voudrais Une pomme, une babane, un jus d'orange, un sandwich, une pizza, un gateau. Grammar / skills Genders Reading Reading phrases Use Bi-ling dictionaries ICT Book creator. Cross Curricular Links Info about foods, sort into food groups, food pyramid. Foods linked to science / healthy eating</p> <p>Give basic opinions about food Context/ Language C'est delieux, etc Grammar / skills</p>

Explore patterns and sounds of language. Link the spelling to the meaning.

Reading

Recognising the written form with the pronunciation

Cross Curricular Links

Maths: pictograms, bar charts

4 functions

Part part whole

Bar modals

Give Someone's Name

Context/ Language

Il s'appelle, Elle s'appelle

Grammar / skills

Third person

Gender forms

Reading

Reading phrases

Describe Someone

Context/ Language

Il / elle a

Yr 3 + new ones

Grammar / skills

Third person

Adjectives

Gender forms

Reading

Use of Bi-lingual dictionaries to discover more adjectives

ICT

French games. net to play description games.

Additional Coverage

Context/ Language

Extras

Grammar / skills

Building fluency speaking, reading and extending sentences

Reading

Read bi-lingual reading books / dictionaries

Play hangman

ICT

App: explain everything

Draw a picture and use alphabet to identify word /meaning.

My Home

Context/ Language

Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].

Grammar / skills

Extend list using bi-lingual dictionaries

Extend sentences to describe favourite room and why.

Reading

Identifying rooms.

Prepositions

Context/ Language

Dans = sur

Sur = on

la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]

Grammar / skills

Prepositions

Use sentences by describing objects and placing them in a position.

Extend prepositional language.

Reading

Use bi-lingual dictionaries to extend use of prepositions.

Additional Coverage

Giving opinions.

Understand question and reply

Reading

Reading descriptions and opinions

ICT

Explain everything

Picture of food and opinion

Cross Curricular Links

Science: Healthy eating

Recognise and use the months

Context/ Language

Janvier, etc

Grammar / skills

Order of the months; Spelling; Pronunciation

Reading

Reading the months

Use Dates

Context/ Language

Know the date of own birthday

Grammar / skills

Ask question and respond

Reading

Reading dates

Yesterday, Today, Tomorrow

Context/Language

calendrier (m) [calendar],
date (f) [date], aujourd'hui [today], demain [tomorrow],
hier [yesterday],
c'est [it is],
c'était [it was],
ce sera [it will be],
quelle [what - feminine], était [was], sera [will be]

Grammar Skills

Using the verb 'etre' 'To be' for past and future tense.

Reading

Phrases

		<p>Context/ Language Extras</p> <p>Grammar / skills Assess ARE Reading, writing, speaking.</p> <p>Reading Card games, board games.</p> <p>ICT ipads</p> <p>Cross Curricular Links Links to topic 'Potions' Look at French scientists and their discoveries</p>	<p>Additional Coverage</p> <p>Context/ Language Assess conversational skills</p> <p>Reading Use of Bi-lingual books Reading books</p> <p>ICT ipads</p> <p>Cross Curricular Links Links to Yr 4 Traders and raiders. Research French explorers.</p>
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Speaking		Reading		Writing	
A	I can hold a simple conversation with at least 4 exchanges	A	I can understand a short story or factual text	A	I can write a paragraph of 3-4 sentences
B	I can mostly use the correct pronunciation.	B	I can use a bi-lingual dictionary		

KS2 - Year 5	Spring 2	Summer 1	Summer 2
<p>The national curriculum for languages aims to ensure that all pupils</p> <ul style="list-style-type: none"> ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied. 			
	<p align="center">Unit 7: Encore</p> <p>Revision of Physical descriptions Context/ Language Hair style and eye colours (masc / fem) Building sentences</p> <p>Describing feelings Context/ Language heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?]</p> <p>Grammar / skills Gender First / Third person Short phrases</p> <p>Reading Reading phrases Use Bi-ling dictionaries</p> <p>ICT Ipads Games for describing people</p>	<p align="center">Unit 8: Quelle heure est-il?</p> <p>Talk About Activities / Sports Context/ Language Je regarde, je joue, etc Les sports (sports) La gymnastique(f) (gymnastics) Le hockey (m) Hockey Le rugby (m) rugby Le tennis (m) tennis</p> <p>Grammar / skills Present tense verbs Short phrases</p> <p>Reading Reading short phrases</p> <p>Talk About Activities / Hobbies Je regarde, je joue, etc Les passe-temps (m) (hobbies) Le skateboard (m) skateboard La danse (f) dance Qu'est-ce-que c'est? (What is it) Tu aimes? (Do you like?)</p> <p>Context/ Language Je regarde, je joue, etc</p>	<p align="center">Unit 9: Les Fetes</p> <p>Talk about festivals and dates Context/ Language Festivals: le Nouvel An (New Year) La fetes des Rois (The Feast of the Kings Epiphany) La Saint Valentin (Valentines Day) Paques (Easter) La Fete Nationale (Bastille Day) Noel (Christmas)</p> <p>Grammar / skills Giving dates Days and months 1st and 3rd person Talking about festivals in other countries the children are from or have extended family.</p> <p>Reading Reading festivals and identifying them</p> <p>ICT Use 'Explain Everything' to explain festivals</p> <p>Cross Curricular Links Links to European languages day. Links to festivals from other countries - EAL children.</p> <p>Presents Context/ Language</p>

Morpho

Further Descriptions (Famous People / past and Present)

Context/ Language

Un directeur(m) une directrice (f) [manager/ manageress]
un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]

Grammar / skills

Gender

Third person

Reading

Use of Bi-lingual dictionaries to use further descriptions.

ICT

Research famous French people

Describe Someone Using Various Adjectives

Context/Language

Sportive, intelligent, etc

Grammar Skills

Using 'etre' phrases with adjectives

Third person

Adjective endings

Reading

descriptions

Frances Neighbour's

Context/Language

le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l'Espagne (f) [Spain], le voisin (m) [neighbour]

Grammar / skills

Present tense verbs

Short phrases

Reading

Us bi-lingual dictionaries to extend vocabulary and sentences

ICT

ipads

Games for describing people

Tell the Time

O'clock / half past

Quelle heure est-il?(what time is it/)

Il est (it is)

Heures (o'clock)

Et demi (half past)

Quarter past / quarter to

Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...], et quart... [quarter past...], moins le quart... [quarter to...]

Context/ Language

Numbers 1-12

Tell the time

Grammar / skills

Question and answer

Reading

Reading the times

ICT

Ipads

Games for describing people

Cross Curricular Links

Links to time lines linked to History Topic Revolutions

What time we do activities

Context/ Language

Je mange mon petit déjeuner a sept heures

Je me lève [I get up], Je mange mon petit déjeuner [I eat my breakfast], Je me brosse les dents [I brush my teeth],

Je vais à l'école [I go to school], Je me lève [I get up], Je mange mon déjeuner [I eat my lunch], Je rentre chez moi

Un velo, un jeu, un livre, un ballon, un Pere Noel en chocolate, un oeuf de paques

Grammar / skills

Qu'est-ce que tu veux (comme cadeau)?

What present would you like?

Je voudrais + noun

I'd like + noun

Reading

Linking words to pictures,

Generating a wish list, extended sentences.

Use of bi-lingual dictionaries.

ICT

Explain everything or book creator to explain different gifts.

Cross Curricular Links

Links to European languages day.

Links to festivals from other countries - EAL children.

Numbers 31-100

Context/ Language

French numbers to 100

Moins minus

Fois multiply

Plus add

Sur divide

Font equals

Dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent

Grammar / skills

Correct pronunciation

Creating own calculations

Explore patterns and sounds

Reading

Matching words to digits

Creating number stories / word problems

ICT

Design a bar chart to represent given data

Cross Curricular Links

Links to maths.

Could create fluency, reasoning and problem solving questions.

Grammar Skills

Write sentences using the correct form of 'de'
Use modal sentences to substitute words.

Reading

Phrases / countries

ICT

Research European countries.

Cross Curricular Links**Geography****Diversity****Cultural Capital****Additional Coverage****Context/ Language**

Assess conversational skills

ICT

Use book creator or Morpho

Cross Curricular Links

Links to celebrities to describe them

[I go home], Je regarde la télévision [I watch television],
Je mange mon dîner [I eat my dinner], Je fais mes devoirs
[I do my homework], Je me couche [I go to bed].

Grammar / skills

Question and answer.

Creating own timetable

Present tense verbs.

Short phrases orally

Reading

Extend sentences

Cross Curricular Links

Links to maths

Creating a table and writing own timetable.

Additional Coverage**Context/ Language**

Assess conversational skills

ICT

Ipads

Games for the different areas of learning

Give and Understand Instructions**Context/ Language**

Touchez les nez / les pieds, compétez, sautez, levez les
bras, Tournez

Grammar / skills

Correct pronunciation.

Listening and responding

Reading

Match words to actions

Use bi-lingual dictionaries for more body parts and
instructions.

ICT

Frenchgames.net

Cross Curricular Links

Links to Science and body parts

Asking Questions 1**Context/ Language**

Excusez-moi [Excuse me], est-ce que je peux... [can I...?],
s'il vous plaît [please], lire [read], un livre (m) [a book],
faire [draw/ make], un dessin (m) [a picture], aller [go,]
les toilettes (f) [toilets], boire [drink], l'eau (f) [water],
oui [yes], non [no], plus tard [later], dans cinq minutes [in
five minutes],] pas pour le moment [not at the moment]

Grammar / skills

I can ask and answer questions in French about what I can
do in school.

Engage in conversations.

Asking Questions 2**Context/ Language**

Excusez-moi [Excuse me], où est ? [where is?], où sont ?
[where are?], le livre (m) [the book], la colle (f) [the glue],
le journal (m) [the newspaper], la gomme (f) [rubber], la
règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les
livres (m) [books], les règles (f) [rulers], les journaux (m)
[newspapers], les peintures (f) [paints], les ciseaux (m)
[scissors], les crayons de couleur (m) [crayons], les

			<p>feutres (m) [felt pens], Il/Elle est là-bas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind...]</p> <p>Grammar / skills</p> <p>To present ideas and information orally to a range of audiences in the context of asking questions which they would ask in school.</p> <p>Additional Coverage</p> <p>Cross Curricular Links</p> <p>Links to Out of This World. Know the names of the planets.</p>
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Speaking		Reading		Writing	
A	I can hold a simple conversation with at least 4 - 5 exchanges	A	I can understand a short story or factual text and note the main points	A	I can write a paragraph of atleast 4-5 sentences.
B	I can mostly use the correct pronunciation.	B	I can answer comprehension questions on a given text using bi-lingual books	B	I can substitute words and phrases.
		C	I can use the context to work out unfamiliar words		
		D	I can use a bi-lingual dictionary		

KS2 - Year 6	Autumn 1	Autumn 2	Spring 1
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	<p>Unit 10: Ou va tu?</p> <p>Talk about French cities</p> <p>Context/ Language Ou vas-tu? (Where are you going?) Je vais a (I'm going to) Paris, Bourdeaux, Nice, etc</p> <p>Grammar / skills Correct pronunciation. Building sentences</p> <p>Reading Reading places and understanding short phrases</p> <p>ICT Use ipads to research an area of France. Create a mini brochure(Power point)</p> <p>Cross Curricular Links Links to real life Ask and say where you are going in your area. Use Wolverhampton landmarks.</p> <p>Give and understand basic directions</p> <p>Context/ Language Tournez a droite, gauche, arretez, allez tout droit</p>	<p>Unit 11: On Mange</p> <p>Shopping for Food</p> <p>Context/ Language A range of food items</p> <p>Grammar / skills Ask the question Answer the question</p> <p>Reading Reading short phrases Duel lang books to extend food vocabulary. Say what your favourite food is.</p> <p>ICT Frenchgames.net</p> <p>Cross Curricular Links Links to healthy eating - Science</p> <p>Ask how much something costs</p> <p>Context/ Language Using money - euros</p> <p>Grammar / skills Ask how much and reply Ask what they want and reply</p>	<p>Unit 12</p> <p>Francophone Countries</p> <p>Context/ Language France, Switzerland, Canada, etc</p> <p>Grammar / skills Give the names of various French speaking countries</p> <p>Reading Reading and understanding Use bi-ling dictionaries to locate other countries on a world map.</p> <p>ICT Use of interactive whiteboard world map</p> <p>Cross Curricular Links Links to Hola Mexico Topic. Locate Mexico on the map and write the country in French. Discuss traiders, invaders and explores and how countries were discovered and colonised and that is why the native country speak a different language.</p> <p>Hist / Geog</p> <p>Languages we Speak / Nationalities</p> <p>Context/ Language</p>

Grammar / skills

Understand and give imperative instructions / directions

Reading

Understanding and following directions.

Writing own directions for others to follow

ICT

Write French instructions for another to program a Roma.
French games. net

Directions / Compass Points**Context / Language**

la distance (f) [distance], le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east]

Grammar / skills

To broaden their vocabulary and develop their ability to understand new words in the context of saying the direction one city is from another. Use the correct words for up to 8 compass points

Cross Curricular Links

Geography / maps/ directions

Talk about the Weather**Context/ Language**

Quel temps fait-il?
What is the weather like?
Il fait beau, il neige, etc

Grammar / skills

Form a range of weather types.

Give opinion about weather.

Reading

Reading and understanding statements.

Use bi-lingual dictionaries to use other weather types.

ICT

Research the variation of weather in France from hot and sunny in the south to the snow and ice in the mountains.

Cross Curricular Links

Links to Topic 'Living things and Habitats

Weather and Places in France**Reading**

Reading questions and understanding reply

Cross Curricular Links

Links to money in maths

Creaye own market stall with costs,

Role play a shop keeper and customer scenario.

Develop conversational skills with a greeting and goodbye.

Asking For Drinks**Context / Language**

J'ai soif [I'm thirsty], les boissons chaudes (f) [hot drinks], les boissons froides (f) [cold drinks], le thé (m) [tea], le café (m) [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of], Qu'est-ce que vous désirez boire ? [What would you like to drink?], Je voudrais.... [I would like.....].

Grammar / skills

Engage in conversations; ask and answer questions, in the context of role play about hot and cold drinks.

Reading

Use of bi-lingual dictionaries.

Opinions about foods and various activities**Context/ Language**

A range of opinions used to describe foods and activities

Grammar / skills

Use adjectives to give opinions.

1st person

Reading

Reading short and longer phrases.

Writing extended phrases to say I would like...food and why.

Use bi-ling dictionaries to extend vocabulary

ICT

Create a short power point or use book creator to show foods name and their opinion.

Cross Curricular Links

Links to healthy eating and exercise.

Je parle ... J'habite en/au [I live in.....] français(m)
française (f) [French] canadien (m) canadienne (f)
[Canadian] suisse (mf) [Swiss] belge (mf) [Belgian]
luxembourgeois(m) luxembourgeoise (f) [Luxembourger]

Grammar / skills

Using positive and negative forms for the languages we do or do not speak

Reading

Reading short phrases

ICT

Locate countries of origin on a world map on WB

Cross Curricular Links

Links to European languages day / school of sanctuary / diverse school. Share the languages we speak and say hello in a range of lang. Peer on peer.

Clothing**Context/ Language**

A range of clothing items

Grammar / skills

Identify the names of a range of clothing

Reading

Use bi-ling dictionaries to identify clothing for particular activities, weather, times of day, etc

ICT

Frenchgames.net

Cross Curricular Links

Link to cultural pieces of clothing,

Links to sport

Describing items of Clothing**Context/ Language**

Use colour and size to describe clothing

Grammar / skills

Adjectives and nouns

Reading

Bi-lingual dictionaries to extend use of adjectives and nouns. Offer an opinion, eg my favourite item is...

ICT

Frenchgames.net

Context/ Language

A Paris, il fait beau, etc

Grammar / skills

Using sentences to describe the weather in a certain place, include an opinion.

Extending sentences

Reading

Reading short phrases and extending.

Reading weather types from dual land dictionaries.

ICT

Import pictures of weather to explain what they are in French and English. Link to the seasons and prior learning seasonal festivals in yr 5.

Cross Curricular Links

Links to suitable clothing for different conditions.

Additional Coverage**Context/ Language**

Link weather to months and seasons

Weather Around The World Unit

Cross Curricular Links

Separate research

Links to WWII and France's involvement.

Breakfast**Context / Language**

le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and]

Grammar / skills

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of breakfast items

Reading

Different food items, menus, etc

Cross Curricular Links

Healthy eating

Additional Coverage

Create dual language books for a younger audience.

Cross Curricular Links

Link to cultural pieces of clothing,

Links to sport

Additional Coverage

Design an outfit

Context/ Language

Assessment ARE 6 and conversational skills

Cross Curricular Links

Links to Off With Their Head.

Look at the French aristocrats.