**The Dove Federation**

**MFL Curriculum Unit Description**

**Year 3 and 4**

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | Greetings and Goodbye | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * 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. | * Children will know how to greet people in a French-speaking country and how to take their leave. * children will know that a language reflects the culture of the people who use it, and that what you say depends on who you are speaking to and when. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Future Learning:**   * How are you? * What’s your name? |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | What’s your name? | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. | * The children will know how to have their first real conversation in French. * They will be able to respond to the question ‘Ça va?’ * They will also learn that in French you can turn a simple statement into:·a negative by adding ‘ne’ and ‘pas’ ·a question by the way you say it. * The children will understand the question ‘Comment t’appelles-tu?’ * They will know how to state their name. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Greetings and goodbye   **Future Learning:**   * My family * Brothers and sisters * Where do you live? * How are you? |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | Alphabet and visit the Geography of France and French speaking countries (not an Early start unit) | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * 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. * Write down key French words using spellings given in French.. | * Children will know how to greet people in a French-speaking country and how to take their leave. * The children will know that a language reflects the culture of the people who use it, and that what you say depends on who you are speaking to and when. * The children will be able to locate France and other French speaking countries. * The children will be able to name on locate key French places and landmarks. * The children will be able to recite the alphabet using the correct pronunciation. * Pupils will be able to use the French alphabet to write down key spellings | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Previous Learning:**   * Greetings and goodbye * How are you and what is your name?   **Future Learning:**   * Places in town * Different places in France * The Euro and French culture |
| **Resources/ Trips/**  **Visitors** | * Early Start French * World Map * Atlas * Songs * Photos of places in France | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | My family | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. * 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. | * Children will begin to know that nouns have a gender in French. * Children are prepared for the notion that all French nouns have gender, not just those about people. * Children will know how to talk about their and then other people’s families. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Greetings and goodbye * How are you and what is your name?   **Future Learning:**   * Brothers and sisters * Do you have a pet? |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | Brothers and sisters | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. * 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. | * They will know how to use their knowledge of numbers to state how many brothers and sisters they have. * They will understand the question ‘As-tu des frères et des soeurs? | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Greetings and goodbye * How are you and what is your name? * Alphabet and geography of French speaking countries * My family   **Future Learning:**   * Leisure activities * What do you like? * Where do you live? |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year A** | Numbers 0-31  (Yr3 pupils 0-13, Yr 4 pupils recap 0-13 and move on to 14-31)  How old are you? | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. | * Children will know numbers 1-12, after which they will learn to say their ages and how many brothers and sisters they have. * They will understand the question ‘Quel âge as-tu’? and respond using the numbers 1-12. * Children will already know numbers 0-12 and will have been introduced to the months of the year. * They will know the numbers 13-20, followed by 21-31 which will enable them to talk about dates, such as when their birthdays are. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Greetings and goodbye * How are you and what is your name? * My family * Brothers and sisters   **Future Learning:**   * Numbers 40-200 * Birthdays * The months of the year |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4 Year B** | Weather and seasons | * 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. | * Children will know the French words for Spring, Summer, Autumn and Winter and will use previously learnt language to talk about the seasons. * They will understand and know how to answer questions * They will begin to use connecting words parce-qui/parce que/pourto join ideas. * The children will understand questions and know how to respond * They will know how to answer the question ‘Quelle est la date aujourd’hui? * Children will know the French words for different types of weather and will know how to answer the question Quelle temps fait-il? | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Geography of France   **Future Learning:**   * What's the weather like? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * French weather forecasts | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4**  **Year B** | Do you have a pet?  Happy Christmas | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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 * Read carefully and show understanding of words, phrases and simple writing * Appreciate stories, songs, poems and rhymes in the language | * Children will know the French words for common pet animals. * They will be able to answer the question As-tu un animal? and will be able to say what pets someone else has. * They will know some French nouns where the gender is not obvious. * Children will be able to talk about events such as Christmas * Children will know a selection of French words linked with Christmas. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * My Family * Brothers and sisters   **Future Learning:**   * French festivals * French culture |
| **Resources/ Trips/**  **Visitors** | * Images of Christmas in France * Images of Animals * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4**  **Year B** | Colours | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. | * Children will know the French words for common colours. * Children will be able to describe the colour of objects and express own opinions about colours | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Do you have a pet?   **Future Learning:**   * Classroom objects * What are you wearing? |
| **Resources/ Trips/**  **Visitors** | * Early Start French | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4**  **Year B** | The months of the year and French festivals (not an Early Start Unit) | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Read carefully and show understanding of words, phrases and simple writing * Appreciate stories, songs, poems and rhymes in the language | * Children will be able to say, read and write the French words for the months of the year. * They will know how to answer the question ‘Quel mois sommes-nous?’ * Learning the months of the year will enable children to talk about events such as celebrations(e.g. Christmas), birthdays and the date. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Numbers 0-31 * Happy Christmas   **Future Learning:**   * French culture * Leisure activities and what do you like doing? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Images and videos of French celebrations including Easter and Mardi Gras | | | |

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| **Year 3/4**  **Year B** | Numbers 0-31  (Yr3 pupils 0-13, Yr 4 pupils recap 0-13 and move on to 14-31)  Happy Birthday! | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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 | * Children will already know numbers 0-12 and will have been introduced to the months of the year. * They will know the numbers 13-20, followed by 21-31 which will enable them to talk about dates, such as when their birthdays are. * Children will understand the question ‘Quelle est la date de ton anniversaire?’ and will know how to say when their own birthday is. * They will know how to ask about someone’s birthday and will be able to understand the answers they hear. * Children will understand the question ‘Quel jour sommes-nous?’ * They will know how to say, read and write the days of the week. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * The months of the year * How old are you? * French festivals   **Future Learning:**   * French culture * Numbers 40-200 * Days of the week * What's today's date? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Happy Birthday song * Months of the year songs | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 3/4**  **Year B** | Days of the week  What’s today's date? | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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 * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | * They will know how to say, read and write the days of the week. * Children will know how to say the full date in French, bringing together all the component parts they have met in previous chapters. * They will know how to answer the question ‘Quelle est la date aujourd’hui?’ | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * The months of the year * How old are you? * Numbers 0-31   **Future Learning:**   * Numbers 40-200 * French culture * Leisure activities |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Days of the week song | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | Where do you live? Different places in France (not an Early Start Unit) | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing * Research places in France and use learnt information in written and oral work. | * Children will understand the question Où habites-tu? and will know how to answer stating the name of the place where they live and whether this is the town or countryside. * Children will understand the question Qu’est-ce que c’est? * They will know how to answer using the French words for places they might visit. * Children will be able to name key places in France and describe key places in these places and what they are like. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Geography of France * Family * Brothers and sisters   **Future Learning:**   * Places in town * Directions * Timetables |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Internet * Maps of France * Images and pictures of places in France | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | Places in town | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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. * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | * Children will understand the question Qu’est-ce que c’est? * They will know how to answer using the French words for places they might visit. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Geography of France * Where do you live? * Different places in France   **Future Learning:**   * French culture * Enjoy your meal * Ice cream |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Maps of places in the local area * Photographs of key places in a town | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | Directions | * Listen attentively to spoken language and show understanding by joining in and responding. * Explore 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 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. | * Children will understand the question Oùest...? and will be able to understand simple replies. * Children will know how to use the question Oùest...? To ask for directions and will be able to give other people directions to places in their own school or neighbourhood. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Where do you live? * Different places in France * Places in town   **Future Learning:**   * Timetables |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Maps of places in the local area * Photographs of key places in a town | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | At school  Classroom objects | * Listen attentively to spoken language and show understanding by joining in and responding * 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 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | * Children will know the French names for different room in school. * They will know how to give simple directions to guide people around the school * Children will know the French names for different classroom objects. * They will know simple phrases they can use between themselves to share and borrow objects in all lessons. * They will understand instructions given by the teacher. * Children will know how to say o’clock times in French and how to ask someone what the time is. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Colours * Numbers 0-31   **Future Learning:**   * Leisure activities * What do you like doing? * Timetables * What’s your favourite lesson? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Classroom objects * Pictures and videos of a French classroom | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | What’s your favourite lesson | * Listen attentively to spoken language and show understanding by joining in and responding * 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 * Read carefully and show understanding of words, phrases and simple writing * 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 | * Children will know how to answer the question Que’est-ce-que tu aimes faire à l’école * Children will know the French words for some of the subjects they learn at school. * Some children will know how to talk about their school timetable, using their knowledge of days of the week and times. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * At school classroom objects   **Future Learning:**   * Leisure activities * What do you like doing? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * School timetables | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year A** | Enjoy your meal  Ice Cream (French café) | * 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 * Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. | * The children will know the French words for some foods eaten for meals * Children will know how to ask and offer foods to others * Children will know the French words for different ice-cream flavours and how to say what they want in a café or home setting | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Christmas * Happy birthday * French celebrations   **Future Learning:**   * French culture * The Euro |
| **Resources/ Trips/**  **Visitors** | * Early Start French * French foods to try including ice creams | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | Recap numbers 1-31  Numbers 40-200 | * 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 * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * 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 | * This unit builds on ‘Numbers 0-12 and Numbers 0-31 * The children will know the French words for higher numbers. * Children will be able to count from 40 to 200 * Children will be able to use their knowledge of numbers to play games | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Numbers 0-31 * Whats todays date? * How old are you?   **Future Learning:**   * What's the time? * French timetables |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Number songs * Counting games | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | What’s the time? Timetables (not an Early Start unit) | * Listen attentively to spoken language and show understanding by joining in and responding * 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 * Read carefully and show understanding of words, phrases and simple writing * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | * Children will know how to say o’clock times in French and how to ask someone what the time is. * Children will be able to read a school timetable * Children will be able to read a bus/train timetable * Children will be able to ask a question about a timetable and provide a response using one | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Numbers 0-31 * Numbers 40-200 * Months of the year * Days of the week * What is todays date?   **Future Learning:**   * Leisure activities * What do you like? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Time songs * Timetables * Clocks | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | What are you wearing? | * 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 * Read carefully and show understanding of words, phrases and simple writing * 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 * Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features | * Children will already know French colour words and will draw on this when describing clothing. * Children will know the French names for some items of clothing. * They will understand the question Qu’est-ce que tu portes?and know how to answer. * They will know how to describe what people are wearing, including colour and/or size. | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Colours * At school   **Future Learning:**   * French culture |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Items of clothing * Body part images * Colour cards | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | What’s the weather like? | * 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 * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing | * The children will know the French for a wider range of types of weather and will be able to say what the weather is like in particular places. * Children will be able to ask questions about the weather | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Weather and seasons * Months of the year * Days of the week   **Future Learning:**   * Leisure activities * What do you like? |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Maps of France and the world * Pictures of different places * Weather forecast | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | Leisure activities  What do you like? | * 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 * 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 Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. | * Children will know the French words for some leisure activities. * Children will know how to answer the question Qu’est-ce que tu aimes faire? * Children will know how to say what they like and don’t like doing in their leisure time. * Children will know how to answer the question Que’est-ce-que tu aimes faire à l’école | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * At school * Timetables   **Future Learning:**   * The Euro * French culture |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Images of different hobbies | | | |

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|  | **Unit Title** | **Key Learning Intentions** | **Key Knowledge and Skills** | **Assessment Techniques** | **Prior and Future Learning** |
| **Year 5/6**  **Year B** | The Euro and French culture (not an Early Start unit) | * Listen attentively to spoken language and show understanding by joining in and responding * 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 * 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 Understand basic grammar appropriate to the French language, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. | * The children will know how to shop in a supermarket; they will understand when they hear sums of money in euros, such as how much they have to pay at the checkout and will be able to work out payment and change. * Children will be able to describe key cultural events in France * Children will be able to explain how French culture is different to their own | * KWHL grids * Retrieval questions/tasks during unit of learning * Entrance and exit quizzes * End of unit key question task * Flashback activities | **Prior Learning:**   * Leisure activities * Christmas * French celebrations |
| **Resources/ Trips/**  **Visitors** | * Early Start French * Videos and images of French places and cultural events * French calendar of events * Euros * Shopping items | | | |