



## Curriculum Overview – MFL

Weekly hour sessions taught to Years 5 and 6. French lesson content adapted to match needs of learners and key vocabulary consolidated and extended throughout the week.

### NC Objectives:

1. listen attentively to spoken language and show understanding by joining in and responding-ongoing
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally and in writing
12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

### Year 5

Term	Content	NC Objective	Key vocabulary	Skills and knowledge	La Jolie Ronde- Years 3 and 4
Autumn Term	Numbers 1-10	1,2,3,5,7,8	Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non	<ul style="list-style-type: none"> <li>• To recognise and say letter strings – oi, eu</li> <li>• To link some sounds and spellings</li> <li>• To watch mouth of speaker</li> <li>• To imitate pronunciation of sounds</li> </ul>	Y3 Lesson 1

Greetings, asking and saying how you are	1,2,3,4,5,7,8	Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	<ul style="list-style-type: none"> <li>• To listen and respond to rhymes</li> <li>• To imitate pronunciation</li> <li>• To participate in a short exchange</li> </ul>	Y3 L 2
Classroom instructions	1,2,3,4,5,7,8,12	Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	<ul style="list-style-type: none"> <li>• To auditory discriminated between un/une</li> <li>• To make French sounds and copy intonation patterns</li> <li>• To listen to and follow simple commands</li> </ul>	Y3 L 3
Why do we learn a foreign language?	1,3		<ul style="list-style-type: none"> <li>• To locate countries where the language is spoken</li> <li>• To discuss and identify benefits of language learning</li> </ul>	
Ask for and give name	1,2,3,4,5,7,8	Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle	<ul style="list-style-type: none"> <li>• Recognise a question form</li> <li>• Perform a simple communicative tas</li> </ul>	Y3 L 4
Revision of numbers 0-10 Ask for and state age	1,2,3,4,5,7,8	Quel âge as-tu? J'ai... ans. `Deux petits oiseaux` rhyme	<ul style="list-style-type: none"> <li>• Participate in chorusing a finger rhyme</li> <li>• Understand and respond to a question</li> <li>• Make links between sounds and spellings and recognise some familiar words in written form</li> </ul>	Y3 L 5
Colours	1,2,3,5,7,8	Rouge, bleu, blanc, noir, vert, jaune, orange, rose	<ul style="list-style-type: none"> <li>• To recognise and say letter strings oi, eu</li> <li>• To perform actions to a French song</li> </ul>	Y3 L 6
Colours Revision	1,2,3,4,5,7,8	Gris, violet, marron Verb – est (is) Connective – et (and)	<ul style="list-style-type: none"> <li>• To experiment with writing</li> <li>• To respond to sound pattern</li> </ul>	Y3 L 7

	Verb –est (is) Connective et (and)				
	Names of fruit  Food items	1,2,3,5,7,8	Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes  Les chips, le coca, les sucettes, le chocolat, les bonbons	<ul style="list-style-type: none"> <li>• To recognise and say letter strings -on</li> <li>• To understand and respond to a question</li> <li>• To notice spellings of words</li> </ul>	Y3 L8
	Nativity play characters and simple dialogue  Letter to Father Christmas  French Christmas Song	1,2,3,5,7,8,9		<ul style="list-style-type: none"> <li>• To develop understanding of French customs and traditions</li> <li>• To perform a role in a class nativity play</li> <li>• To join in singing a French carol</li> <li>• To experiment with writing</li> </ul>	Christmas lesson taught at relevant point
Spring Term	Letter strings Eu/oi	1,2,3,5,7,8		<ul style="list-style-type: none"> <li>• To listen and respond to a nursery rhyme and extended text</li> <li>• To recognise and say letter strings - eu, oi</li> </ul>	Y3 L9
	Days of the week	1,2,3,5,7,8	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	<ul style="list-style-type: none"> <li>• To join in reading a story</li> <li>• To match sound to the written word</li> <li>• To copy correctly</li> </ul>	Y3 L 10
	Months of the year	1,2,3,5,7,8	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<ul style="list-style-type: none"> <li>• To imitate pronunciation of sounds</li> <li>• To identify social conventions at home and in other cultures</li> </ul>	Y3 L11

Revision of colours	1,2,3,5,7,8,11		<ul style="list-style-type: none"> <li>To listen to and follow a short story</li> <li>To identify adjectives in a text and recognise that they can change spellings</li> <li>To listen for specific words and phrases</li> <li>To pronounce some words accurately</li> </ul>	Y4 L1
Parts of the body		Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles		
Adjectives		Grand, petit, gros, long, pointu		
Parts of the body	1,2,3,5,7,8,11,12	La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song)	<ul style="list-style-type: none"> <li>To understand that all nouns have a gender</li> <li>To ask how to say something in French</li> <li>To listen for a key sound as it occurs in a rhyme</li> </ul>	Y4 L2
Asking for French translation		Comment dit-on... en français?		
Zoo animals	1,2,3,5,7,8,11,12	Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin	<ul style="list-style-type: none"> <li>To follow a story using visual clues</li> <li>To recognise some letters of the alphabet</li> <li>To listen for sounds, rhyme and rhythm</li> </ul>	Y4 L4
Verbs	1,2,3,5,7,8,11	être (to be): Il est (He is) Elle est (She is)	<ul style="list-style-type: none"> <li>To say 6 vowel sounds in French</li> <li>To write simple words and phrases following a model</li> <li>To read words aloud with accurate pronunciation</li> </ul>	Y4 L5
Quantifiers		Assez, très		
Adjectives		Grand, petit, gentil, rigolo, féroce		
Members of the family	1,2,3,5,7,8,9,11	Le père, la mère, le frère, la soeur, le grand-père, la grand-mère,	<ul style="list-style-type: none"> <li>To present a short role play introducing family members</li> <li>To ask and answer questions relating to family</li> </ul>	Y4 L9

	Possessive adjectives		Mon, ma		
	Ask and answer questions about family members	1,2,3,4,5,7,8,9,11,12		<ul style="list-style-type: none"> <li>To recognise rhyming words and understand that the final consonant is rarely pronounced</li> <li>To use mental associations to help remember words</li> </ul>	Y4 L10
	Making a crepe /pancake  Easter celebrations  Making an Easter card	1,2,3,5,7		<ul style="list-style-type: none"> <li>To develop understanding of French customs and traditions</li> <li>To experiment with writing</li> <li>To recite a finger rhyme and recognise how sounds are presented in written form</li> </ul>	Easter lesson taught at relevant point
Summer Term	Pets	1,2,3,4,5,7,8,9,11,12	Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	<ul style="list-style-type: none"> <li>To follow a French story and join in reading</li> <li>To recognise nouns and verbs in French</li> <li>To compare traditional stories</li> </ul>	Y4 L11
	Revision of pets vocabulary  Verb avoir (to have)  Connectives	1,2,3,4,5,7,8,12	J'ai (I have) Je n'ai pas de (I haven't)  Et, aussi	<ul style="list-style-type: none"> <li>To understand simple rules for converting singular to plural</li> <li>To present a rhyme</li> <li>To know about pets that are popular in France</li> </ul>	Y4 L12
	No new core vocabulary	1,2,3,4,5,6,7,10,11,12		<ul style="list-style-type: none"> <li>To write simple sentences</li> <li>To read some words with accurate pronunciation</li> </ul>	Y4 L13
	Quantifier	1,2,3,4,5,7,8,9	assez	<ul style="list-style-type: none"> <li>To identify longer specific items of vocabulary in a longer text</li> </ul>	Y4 L14

	Dictionary skills Playground song and activity	1,2,3,4,5,7,8,9,11		<ul style="list-style-type: none"> <li>• To recognise word classes: nouns; verbs; adjectives</li> <li>• To sort words into dictionary order</li> <li>• To become familiar with layout of dictionary</li> <li>• To play a traditional game and sing song</li> </ul>	Y4 L15
	Hobbies	1,2,3,4,5,6,7,8,11,12	Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	<ul style="list-style-type: none"> <li>• To listen for sounds</li> <li>• To identify strategies for learning vocabulary</li> <li>• To write some words from memory</li> </ul>	Y4 L16
	Revision of hobbies opinions/phrases	1,2,3,4,5,6,7,10,11,12	J'adore, j'aime, je n'aime pas	<ul style="list-style-type: none"> <li>• To read and understand a paragraph with familiar vocabulary and structures</li> <li>• To recognise positive and negative statements in English and French</li> <li>• To memorise and present two sentences or more</li> </ul>	Y4 L17
	Weather Quantifiers Clothes Items for Packing a suitcase	1,2,3,4,5,6,7,8,9,10,11,12	Il fait froid, il fait chaud  Très, un peu  Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	<ul style="list-style-type: none"> <li>• To understand different possibilities for travelling abroad</li> <li>• To pack an imaginary suitcase for a holiday, writing individual words</li> </ul>	Y4 L20
	Tu aimes? Numbers 11-31	1,2,3,4,5,6,7,8,10,11,12		<ul style="list-style-type: none"> <li>• To conduct a short interview in French, asking and answering questions</li> <li>• To listen for a specific sound in a song</li> <li>• To understand and say numbers 11-31</li> </ul>	Y4 L18
<b>Year 6</b>					
<b>Term</b>	<b>Content</b>	<b>NC Objective</b>	<b>Key vocabulary</b>	<b>Skills and knowledge</b>	<b>La Jolie Ronde- Years 5 and 6</b>
Autumn Term	Revision of numbers 0-31	1,2,3,5,7		<ul style="list-style-type: none"> <li>• To understand and say numbers 0-50</li> </ul>	

	Introduce numbers 31-50				
	Il y a +  Buildings on the high street	1,2,3,4,5,6,7,8,9,10,11,12	un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	<ul style="list-style-type: none"> <li>• To make simple sentences and manipulate them by changing an element</li> <li>• To recite a short text with accurate pronunciation</li> <li>• To appreciate similarities and differences between French and English high streets</li> </ul>	Y5 L1
	Directions  Revision of connectives  Revision of adjectives	1,2,3,4,5,6,7,8,9,10,11,12	A gauche, à droite,  et, aussi  grand, petit	<ul style="list-style-type: none"> <li>• To identify the position of adjectives in a sentence</li> <li>• To memorise and present two or three sentences describing a high street</li> <li>• To manipulate language by changing an element in a sentence</li> <li>• To use a dictionary</li> </ul>	Y5 L2
	Asking where places are  Pause words	1,2,3,4,5,6,7,8,10,11,12	Il y a? C'est, au coin  Et alors, voyons, eh bien,	<ul style="list-style-type: none"> <li>• To take part in a simple conversation, asking for and giving directions</li> <li>• To know how to add expression and authenticity to a short dialogue</li> <li>• To understand key information from a short exchange</li> <li>• To use intonation to convert a phrase to a question</li> </ul>	Y5 L3
	Revision of days of the week  Times of day	1,2,3,4,5,6,7,8,9,10,11,12	Matin, après-midi, soir, à 10 heures, à 4 heures et demie	<ul style="list-style-type: none"> <li>• To substitute quantifiers and adjectives in a sentence</li> <li>• To collect and record evidence about activity on the high street at certain times of day, and express it in French</li> <li>• To recap key letter strings – in/oi</li> </ul>	Y5 L4

			Très, assez		
	No new vocabulary	1,2,3,4,5,6,7,8,9,10,11,12		<ul style="list-style-type: none"> <li>• To understand and express simple opinions</li> <li>• To write short sentences, substituting vocabulary in model sentences</li> </ul>	Y5 L5
	Revision of hobbies introduced in Y4  Simple future tense	1,2,3,4,5,6,7,8,9,10,11,12	Je vais... encore	<ul style="list-style-type: none"> <li>• To understand and express simple opinions</li> <li>• To integrate new language into previously learned language</li> <li>• To prepare a keep fit programme for the week ahead, using immediate future tense</li> <li>• To listen to a native speaker and understand more complex phrases and sentences</li> </ul>	Y5 L8
	Months of the year	1,2,3,4,5,6,7,8,9,10,11,12	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	<ul style="list-style-type: none"> <li>• To imitate pronunciation of sounds</li> <li>• To identify social conventions at home and in other cultures</li> </ul>	Y5 L9
	Revision of sports/hobbies vocabulary  Revision of numbers 0-50  Comparisons  Revision of immediate future	1,2,3,4,5,6,7,8,9,10,11,12	...plus que ...more than  je vais + verb	<ul style="list-style-type: none"> <li>• To investigate the effect of exercise on pulse rate</li> <li>• To understand more complex phrases, including comparisons</li> <li>• To contribute to a classroom display illustrating the relationship between exercise and pulse rate</li> </ul>	Y5 L10
	Revision of fruit	1,2,3,4,5,6,7,8,9,10,11,12		<ul style="list-style-type: none"> <li>• To find words in a bi-lingual dictionary</li> </ul>	Y5 L11



	Food, including revision from Y3		Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petits pois	<ul style="list-style-type: none"> <li>• To take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate</li> <li>• To listen to and understand a native speaker expressing likes and dislikes</li> </ul>	
	Food items – as for lesson 11  Revision of connectives	1,2,3,4,5,6,7,8,9,10,11,12	et, mais, aussi	<ul style="list-style-type: none"> <li>• To design a balanced meal, with foods labelled in French</li> <li>• To extend basic sentences by using connectives</li> <li>• To use negatives</li> <li>• To express opinions in short, written sentences included in a Powerpoint presentation</li> </ul>	Y5 L12
	Breakfast	1,2,3,4,5,6,7,8,9,10,11,12	Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange  tu veux...?, je voudrais	<ul style="list-style-type: none"> <li>• To develop accuracy in pronunciation and intonation</li> <li>• To use spoken language spontaneously during a breakfast role play</li> </ul>	Y5 L14
	Christmas vocabulary  Revision of colours  Revision of verb être	1,2,3,4,5,6,7,8,9,10,11,12	La forêt, il neige, un sapin, je brille, une bougie  je suis/je ne suis pas	<ul style="list-style-type: none"> <li>• To learn and join in singing a French carol</li> <li>• To follow the transcript of a Christmas story, reading and pronouncing unknown words</li> <li>• To appreciate similarities and differences between Christmas in France and England</li> </ul>	Y5 L6
Spring Term	Ingredients for a French dessert	1,2,3,4,5,6,7,8,9,10,11,12	Le beurre, le sucre, des oeufs, le sel	<ul style="list-style-type: none"> <li>• To watch and understand a demonstration in French of the method of making a dessert</li> </ul>	Y5 L15

				<ul style="list-style-type: none"> <li>• To order sentence cards to re-create the method</li> <li>• To write words and phrases using a reference</li> </ul>	
Revision of days of the week/months of the year  Weather	1,2,3,4,5,6,7,8,9,10,11,12	Aujourd'hui c'est le lundi 10 octobre  Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige		<ul style="list-style-type: none"> <li>• To identify the date from an audio recording</li> <li>• To use short sentences to give a description of the weather</li> <li>• To look and listen for visual and aural clues in an audio recording</li> </ul>	Y5 L16
Revisions of weather phrases  Seasons  Extensions	1,2,3,4,5,6,7,8,9,10,11,12	En automne, en hiver, au printemps, en été  Normalement, en général		<ul style="list-style-type: none"> <li>• To identify rhyming words and make up a short rhyming poem using weather conditions</li> <li>• To use simple sentences to present a mini weather report in French</li> <li>• To write two or more sentences describing the weather in each season in French</li> <li>• To recognise similarities and differences between places</li> </ul>	Y5 L17
Saying where you live	1,2,3,4,5,6,7,8,9,10,11,12	J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre		<ul style="list-style-type: none"> <li>• To learn and join in singing a traditional French song</li> <li>• To prepare a short presentation saying where you live and what the climate is like</li> <li>• To scan a more detailed text with unknown language for details</li> </ul>	Y5 L18
No new vocabulary	1			<ul style="list-style-type: none"> <li>• To understand that there are stereotypical images associated with countries</li> </ul>	Y5 L19

				<ul style="list-style-type: none"> <li>• To consider key similarities and differences in daily life in the UK and France</li> <li>• To collect items which relate to our lifestyle</li> <li>• To investigate French supermarket websites to find out in what ways they differ from English supermarkets</li> </ul>	
No new vocabulary	1,9			<ul style="list-style-type: none"> <li>• To take part in a quiz which revises many topics and skills learnt during the year</li> </ul>	Y5 L20
Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions  Recap of simple negative from Y4	1,2,3,4,5,6,7,8,9,10,11,12		Je n'ai pas de	<ul style="list-style-type: none"> <li>• To initiate and sustain conversations</li> <li>• To re-use previously learned language in a new context</li> <li>• To discuss language learning and reflect on how to memorise and recall language</li> <li>• To understand the formation of a basic negative sentence</li> </ul>	Y6 L1
As for lesson 1  As-tu...?	1,2,3,4,5,6,7,8,9,10,11,12		As-tu...?	<ul style="list-style-type: none"> <li>• To perform a sketch in French to an audience</li> <li>• To present oral work confidently, speaking clearly and audibly with good pronunciation</li> <li>• To understand key details from an authentic text</li> </ul>	Y6 L2

				<ul style="list-style-type: none"> <li>• To make predictions based on existing knowledge</li> <li>• To use a dictionary</li> <li>• To evaluate work</li> </ul>	
<p>Clothes vocabulary, including recap from lesson 4</p> <p>Recap of expressing opinions from Y3, Y4, Y5</p> <p>Justifying opinions</p> <p>C'est + adjective</p>	1,2,3,4,5,6,7,8,9,10,11,12	<p>des chaussures, des chaussettes, un sweat</p> <p>J'aime, Je n'aime pas</p> <p>Je n'aime pas le rouge</p> <p>C'est + adjective</p>	<ul style="list-style-type: none"> <li>• To match sound to sentences and paragraphs</li> <li>• To add two short verses to a rhyming poem</li> <li>• To understand details including opinions from spoken passages</li> <li>• To construct a short paragraph by adapting a model</li> </ul>	Y6 L3	
<p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5</p> <p>Recap of quantifiers from Y3, Y4, Y5</p> <p>Recap of adjectives from Y4</p>	1,2,3,4,5,7,8,9,12	<p>Il s'appelle; il a x ans; il est; il habite à</p> <p>Très, assez</p> <p>Sympa, intelligent, amusant</p>	<ul style="list-style-type: none"> <li>• To join in two playground games in French</li> <li>• To understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</li> <li>• To follow a story as it is read aloud, demonstrating understanding</li> <li>• To recognise agreements and patterns in the foreign language</li> <li>• To listen for clues to meaning – e.g. tone of voice</li> </ul>	Y6 L4	

	Sportif/sportive Beau/belle		Sportif/sportive Beau/belle		
	Recap of verb être from Y4 and Y5  Occupations vocabulary	1,2,3,4,5,6,7,8,9,10,11,12	Il est, elle est  Médecin Vendeur/vendeuse Serveur/serveuse Agent de police Professeur	<ul style="list-style-type: none"> <li>• To understand that some nouns for occupations change their spelling in relation to gender</li> <li>• To understand key details from a short, spoken passage</li> <li>• To match sound to sentences and paragraphs, by re-ordering lines from a song</li> <li>• To recognise that word order may vary between languages</li> <li>• To use a dictionary to find additional nouns to construct short sentences – il est infirmier</li> </ul>	Y6 L5
	Recap of family members from Y4 and from Y6 lesson 4  Phrases to use when playing games in French	1,2,3,4,5,6,7,8,9,10,11,12	Donne-moi A toi A moi S'il te plaît Merci	<ul style="list-style-type: none"> <li>• To play a game using phrases in French</li> <li>• To recognize adjectival agreements in a short text</li> <li>• To read aloud phrases from a text using a variety of voices and expression</li> <li>• To prepare songs and sketches for a performance</li> <li>• To listen for clues to meaning – tone of voice, key words</li> </ul>	Y6 L6
Summer Term	As last lesson	1,2,3,4,5,6,7,8,9,10,11,12		<ul style="list-style-type: none"> <li>• To sing French songs with accurate pronunciation</li> <li>• To speak audibly and clearly when performing to an audience</li> </ul>	Y6 L7
	Recap of phrases from Y4 and Y5	1,2,3,4,5,6,7,8,9,10,11,12	Il y a; j'habite dans; j'habite à Voici Une maison	<ul style="list-style-type: none"> <li>• To match sound to individual word in a list of nouns</li> </ul>	Y6 L8

	Receptive use of eight rooms of the house		Un appartement	<ul style="list-style-type: none"> <li>• To identify the sounds of some letters of the alphabet</li> <li>• To be aware of cultural differences in housing at home and abroad</li> <li>• To reflect on techniques for memorizing language</li> <li>• To re-use known language in a new context</li> </ul>	
	As for lesson 8 Recap of adjectives from Y4	1,2,3,4,5,6,7,8,9,10,11,12	Petit, grand, superbe, magnifique  Immense, de luxe, en haut, en bas	<ul style="list-style-type: none"> <li>• To recognise and practise the French vowel sounds</li> <li>• To identify and substitute nouns in a sentence</li> <li>• To contribute to a shared writing task, describing an ideal home</li> <li>• To produce own piece of writing, adapting a model</li> </ul>	Y6 L9
	Une fenêtre Une piscine	1,2,3,4,5,6,7,8,9,10,11,12	Une fenêtre Une piscine	<ul style="list-style-type: none"> <li>• To memorise and perform a verse from a song</li> <li>• To evaluate work</li> <li>• To understand the gist of an audio recording, matching adjectives to nouns</li> <li>• To identify different text types</li> </ul>	Y6 L10
	Recap of prepositions from Y5  Sur, sous	1,2,3,4,5,6,7,8,9,10,11,12	Sur, sous	<ul style="list-style-type: none"> <li>• To identify nouns and adjectives contained in a text</li> <li>• To sort word cards into nouns, verbs, adjectives, prepositions</li> <li>• To be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs</li> <li>• To recognise potential hazards when using dictionaries and how abbreviations can help</li> </ul>	Y6 L11

				<ul style="list-style-type: none"> <li>• To read phrases with appropriate intonation and expression</li> </ul>	
Recap of repetition requests from Y3 and Y4	1,2,3,4,5,6,7,8,9,10,11,12	Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français?		<ul style="list-style-type: none"> <li>• To ask for repetition/clarification in French</li> <li>• To revise the sound of the letter i in French</li> <li>• To use knowledge of pronunciation patterns to create a rap</li> </ul>	Y6 L12
Furniture vocabulary					
No new vocabulary	1,2,3,4,5,6,7,8,9,10,11,12			<ul style="list-style-type: none"> <li>• To sustain an unrehearsed conversation of at least four exchanges</li> <li>• To use stalling strategies as appropriate</li> <li>• To read for enjoyment</li> </ul>	Y6 L13
Recap of stalling strategies from Y5					
Recap of verb aller from Y5	1,2,3,4,5,6,7,9,10,11,12	On va On va aller, partir,  On va rester dans... Un hôtel, un appartement, un gîte, un camping		<ul style="list-style-type: none"> <li>• To use the internet to research different types of accommodation</li> <li>• To write a short letter to book accommodation, adapting a model</li> <li>• To use a dictionary as appropriate</li> </ul>	Y6 L15
On va aller, prendre	1,2,3,4,5,6,7,8,9,10,11,12	On va aller, prendre		<ul style="list-style-type: none"> <li>• To use the internet to research travel options</li> <li>• To use the internet to research food typical of the country</li> <li>• To write short sentences outlining holiday plans, adapting a model</li> <li>• To read authentic texts for enjoyment and for information</li> </ul>	Y6 L16
Recap of means of transport from Y4		En bateau, en avion, en voiture, en train			
On va visiter, regarder	1,2,3,4,5,6,7,8,9,10,11,12	On va visiter, regarder		<ul style="list-style-type: none"> <li>• To use the internet to research places of interest at holiday destination</li> </ul>	Y6 L17

	D'abord, plus tard Names of places to visit		D'abord, plus tard	<ul style="list-style-type: none"> <li>• To write a programme of activities for a week on holiday, adapting a model and using the immediate future tense</li> <li>• To use a dictionary as appropriate</li> </ul>	
	No new vocabulary	1,2,3,4,5,6,7,8,9,10,11,12		<ul style="list-style-type: none"> <li>• To prepare presentation for next lesson in relation to holiday plans and the area to be visited</li> <li>• To consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music</li> <li>• To use support material appropriately and adapt suggested models</li> <li>• To plan and prepare collaboratively and analyse what needs to be done to carry out the task</li> </ul>	Y6 L18
	No new vocabulary	1,2,3,4,5,6,7,8,9,10,11,12		<ul style="list-style-type: none"> <li>• To perform to an audience</li> </ul>	Y6 L19