

Key stage 2 Modern Foreign Languages Curriculum

Year	Autumn Term	Spring Term	Summer Term
3	<p><i>Tout sour moi</i></p> <p>In this unit children will be introduced to some of the basic commands in French involved with teaching the language (stand up, sit down, raise your hand, etc.) Children will be introduced to numbers up to twenty and children will learn the French alphabet.</p> <p>Children will then explore the country France. They will create an information pack on France, naming some physical and natural features of the country before they begin to explore the language further. Children will then learn how to say hello and goodbye in French. Children will also learn how to say what their name is and ask someone else's name in French.</p> <p>Following that children will learn how to ask how old someone is and will be able to answer to say how old they are.</p>	<p><i>Tout sour moi 2</i></p> <p>In this unit children will be taught how to say colours in French.</p> <p>Children will explore how to ask someone where they live and how to respond to this question. They will first learn how to respond via location however if children are confident they will learn how to respond via location and type of house they live in. Children will then learn how to introduce members of their family. Children will be able to ask and answer who is in their family and to name some of the family members that they live with in their house.</p> <p>Children will put together all of their French learning by being able to describe one of their family members. They will be able to say their name, age and then a short sentence describe what they are like. The new learning will be describing words for family.</p>	<p><i>Tout sour moi 3</i></p> <p>Children's new learning this term will be days of the week in French. Children will then explore how to name body parts in French. They can learn head shoulders knees and toes in French and then perform their own version with new body parts they have learnt.</p> <p>Children will begin to learn how to describe themselves in French. This could be through describing individual body parts or even their characteristics. This will apply their previous learning of colours, adjectives to their new learning of body parts.</p> <p>Children's will also learn to be able to name sports. Children will be able to ask which sports that their peers play and then respond with their own answer. They also will learn how to say which sports they like or dislike.</p>
4	<p><i>C'est la vie!</i></p> <p>Children will begin their new learning by learning numbers to 40 in French.</p> <p>Children will revisit their learning on body parts and will then be able to respond to French actions</p>	<p><i>C'est la vie! 2</i></p> <p>Children will begin to learn how to use a French dictionary. They will then be given some items to find the meaning of which will link to their new learning topic, school. They will then be able to name things in the classroom.</p>	<p><i>C'est la vie! 3</i></p> <p>Children will begin this unit by learning the months of the year in French.</p> <p>They will then apply this learning to how to ask what the date is and respond. Following this,</p>

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	<p>involving their learning of body parts as a part of their new learning.</p> <p>Children will then begin to learn to ask and respond to what is in their wardrobe. They learn to name some of the clothes that they can wear. Children will be able to ask and respond to what they are wearing.</p> <p>Children will apply their new learning about clothes to describe some different outfits worn by members of their family. This will combine their previous learning of family and new learning of clothes.</p> <p>Children will take part in a class fashion show where they will be applying some of their new French learning about clothes.</p>	<p>Children will learn to ask and say what is in their pencil case. They will also begin to explore the masculine and feminine versions of words when stating what is in their pencil case.</p> <p>Children will also learn the names of the different subjects in school. They will apply this learning to say if they like, dislike, hate or love a subject.</p> <p>Children will then move on to learn to name some of the places around the school such as the playground, the classroom and the library and so on in French.</p> <p>Children will apply all of their learning to write a short leaflet describing their experiences at school.</p>	<p>children will learn how to ask when someone's birthday is and also how to say when their own birthday is.</p> <p>Children will then learn how to use different words to describe time and will move on to learn about the seasons of the year in French. They will then combine their learning of months of the year with the seasons of the year.</p> <p>Children will then take this further to learn how to describe the weather. They will link this to their learning of seasons and months.</p> <p>Children will combine their learning of seasons, months of the year and the weather to produce a weather report for England at different times of the year.</p>
5	<p style="text-align: center;"><i>Sortir et à propos!</i></p> <p>In this lesson children will begin to learn how to count in French numbers in tens up to 60. They will then move on to learn all of the numbers within 60.</p> <p>Children will then start their new learning about the names of pets and animals in French. They will learn to ask if someone has any pets and how to respond to this question. They will learn this through the song Tu as un Animal?</p> <p>Children will then look at the masculine and feminine names for the animals and the masculine and feminine words they can use to describe them.</p>	<p style="text-align: center;"><i>Sortir et à propos! 2</i></p> <p>Children will revise their numbers to 60 solving problems and applying their French.</p> <p>Children will listen to and watch the story "Le chien très gourmand" begin to learn some of the key vocabulary associated with food and drink in French. Children will learn the names of fruits and vegetables in French and will practise asking for items politely.</p> <p>Children's grammar will focus on the masculine and feminine determiners and will know how to create plural nouns when looking at fruit and vegetables</p>	<p style="text-align: center;"><i>Sortir et à propos! 3</i></p> <p>Children will begin discussing their previous learning of where they live and how they describe where they live. They will then explore some of the cities and towns in France and learn some background information about some of the places in France.</p> <p>Children will begin to learn some of the French to describe what might be in their city or town. For example they will learn how to say 'In Stafford, there is/there isn't a cafe'.</p>

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	<p>Children will recap their learning about body parts and colours by describing their perfect pet using the French that they have learnt.</p> <p>Children will read the French story 'Tu as un animal?' in small groups. They will apply what they have learnt in French to uncover the story and the language within.</p>	<p>including learning how to name some other types of food in French.</p> <p>Children will apply their learning of the names of fruit and vegetables to describe the taste of them using the appropriate masculine and feminine adjectives. They will be able to ask whether someone likes a certain food and respond.</p> <p>Children will read the French version of The Very Hungry Caterpillar. They will apply what they have learnt in French to uncover the story and the language within. Children will rewrite their own version of The Very Hungry Caterpillar (or another animal), consolidating their French learning about food and animals.</p>	<p>Children will recap some of the items they can buy from the shops. This will include their previous learning of fruit and vegetables, foods and clothes. They will then begin to learn the phrases "Where can I buy?" and how to say 'I would like'.</p> <p>They will explore the names of the different types of shops that you can go to in France to buy individual items.</p> <p>Children will learn all about the French currency. They will also learn how to ask how much something is and how to respond to this question when asked. Children will recap all of their learning so far by role playing a French town shopping visit. They will use their learning to ask where can you buy something from and respond, they will be able to say what they would like and will be able to exchange money in French.</p>
6	<p><i>Tout pour moi</i></p> <p>They will begin to explore the different countries that speak French around the world.</p> <p>Children will recap the learning of numbers to 60 by playing games and completing problems using these numbers. If confident, children will learn how to count up to 100.</p> <p>Children will revisit their learning of greetings, their name, age, if they have any brothers and sisters and where they live in French. They will practise conversations playing a key focus on ensuring they can ask questions correctly.</p>	<p><i>C'est la vie!</i></p> <p>In this unit children will revisit their learning all about school. They will practise naming objects in their pencil case as well as revisiting places around their school in French. To take their learning further they will children will be saying what subjects take place where in the school.</p> <p>Following this, children will start their new learning of time. They will begin by learning O'clock and half past. They will then learn how to say quarter to and quarter past in French.</p>	<p><i>Sortir et à propos!</i></p> <p>Children will recap their learning on clothes being able to say what they are wearing. They will also revisit their learning about the weather. They will then learn to say if they are hot or cold etc as a part of their new learning in year six linked to the weather.</p> <p>Using this revisited knowledge and new learning children will then apply it to what clothes are suitable in which weather conditions. Children will be able to build upon their French Grammar by being able to use 'if' and 'when' clauses relating to the weather and clothes.</p>

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Children will use the learning they revisited last lesson but instead they will focus on how they say he/she in French when discussing these different key phrases.

Children will then move on to learn to name different sports in French (revisiting some previously learnt sports in year three as well as some new ones). They will also learn how to be able to ask and answer other what their favourite sport is.

Children will also learn to name different hobbies in French and they will be able to say what hobbies they like and dislike. They will also be able to discuss what sports/hobbies their friends like/dislike.

They will apply this learning of time to be able to create a journal of what they do in a day revisiting some key clauses and learning some new ones.

Children will then link their new learning of time to talk about the school day. They will incorporate their learning of school subjects to create a school timetable. They may also build this further by linking to these subjects to the location they take place in the school.

Children will then apply their new learning of time and use it alongside their learning of numbers to 60 to explore the clock as a part of a maths lesson on time.

Children will finish this unit by being given a picture and a passage of someone talking about their school day. They will be able to use their new learning to translate the passage and then write their own version in response.

Children will then begin to learn the different parts of the UK. Children will also be able to name some countries that speak French around the world and relate this to their understanding of the importance of learning to speak French in other countries. Children will then learn the French version of continents around the world including discussing the equator. As a part of their new learning in year six children will also learn to describe weather around the world.

Children will then revisit their learning on pets and will learn the French for some more exotic animals they may find around the world. Children will then link their new knowledge of animals around the world to locating which continent they were from. Children will use all of this knowledge to then discuss a picture of place around the world where they will describe the weather there and the animals that reside there.