

Year 5					
T r a n s i t i o n First lesson gives children opportunity to explore why we learn languages and the benefits. & B a s e l i n e	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Topic: <i>Je me presente</i>	Topic: <i>Ma famille</i>	Topic: <i>My school</i>	Topic: <i>Les Sports</i>	Topic: <i>La France</i>
	Overview: Children learn to introduce themselves, using key greetings to form conversations.	Overview: Children describe members of their family and create a family tree.	Overview: Children are introduced to classroom equipment and things that are found in their pencil case. They carry out a survey and use the data to construct sentences about useful resources. They learn some translations for some subjects and give opinions about school life. They then go on to discuss their ideal school.	Overview: Children will learn about different sports and talk about likes and dislikes. They will complete a survey about different sports people enjoy.	Overview: Children learn about different cities in France and places to visit (with the focus of Paris). They are introduced to weather vocabulary and write a postcard to home.
	Purpose of unit & links: Builds on children's knowledge of numbers from lower KS2 and develops conversational vocabulary beyond 'hello', which they will further in different contexts within year 6.	Purpose of unit & links: Follows on from introductions of self to introduce family members and introduce descriptions, including hair and eyes.	Purpose of unit & links: Children use some familiar language from the previous unit including basic items (e.g. pen). Incorporate numbers when completing a survey.	Purpose of unit & links: Children will be introduced to new vocabulary for this topic. Incorporate numbers when completing a survey.	Purpose of unit & links: Continuing use of masculine and feminine forms and adjective agreements.
	Subject knowledge: - Phonics - Alphabet - Numbers 1-30 - Months - Dates	Subject knowledge: - Family members - Family tree - Hair and eye colour	Subject knowledge: - Use of un/une/des - Making nouns plural - Use of colours and word order of colours after nouns. - Adjectival agreement - Masculine/feminine/plural/key phonics - Items around the classroom - School subjects	Subject knowledge: - Opinions - Sports vocabulary - Verb 'jouer' - Masculine/feminine/plural/key phonics - Different sports - linked with reading, writing, listening and speaking tasks. - Favourite sports - Conversation about what sports you enjoy doing and playing + why. - Sports linked to times - what time you do certain sports.	Subject knowledge: - France - la France - Compass points - nord, est, sud, ouest - Weather - Quel temps fait-il? - A postcard - Une carte postale - A visit to Paris - une visite à Paris - Ordering an ice cream - je commande une glace

	Coherence: As above. Communication: communicating informal/ conversationally/ developing confidence Creativity: Compassion: discussing families that may look different from our own / understanding customs and celebrations within French culture Community: understanding different family structures within the local community (and beyond)		Coherence: As above. Communication: developing confidence in spoken language and being understood by others (e.g. asking questions in surveys), presenting data in French Creativity: creating surveys and questions Compassion: Comparing schools in France to their own school and commenting on similarities and differences. Sharing opinions on different sports. Community: Gathering data from other peers in the class to complete a survey and compare items in a pencil case and what sports people like and dislike.	Coherence: Children develop writing longer pieces of text, using the skills they have learnt across the year. Communication: writing a postcard, communicating location of cities using compass points Creativity: postcards, crating a weather report using iPads and green screen Compassion: understanding basic economical and environmental issues linked to major French cities, refugee issues linked to Calais Community: developing an understanding of French communities (based in major cities) and comparing these to our own,
	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners. Adjective agreements for masculine/feminine and plural when describing.	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners Adjective agreements - ensuring masculin, feminine and plural are accurate	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners

Year 6				
Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
Topic: <i>Au café</i>	Topic: <i>Ma ville</i>	Topic: <i>Ma maison et Ma ville / Le weekend</i>	Topic: <i>French speaking islands</i>	Topic: Mon autoportrait
Overview: Interpreting a series of reading, writing, listening and speaking tasks linked to ordering food and drinks items from a French café. Introduces likes and dislikes in order to give opinions.	Overview: Describing where children and other people live in terms of location, including describing what facilities can be found.	Overview: Children identify places around town with the focus of a visit to a theme park. They use directions to ask where things are positioned and incorporate plans for the weekend. They talk about their own homes and what rooms are around the house.	Overview: Children prepare for a trip to St Lucia, using vocabulary and knowledge learnt across the topic. Children make comparisons between life in St Lucia and Whitley Bay.	Overview: Children interpret and pronounce a variety of nouns to describe likes and dislikes. They develop ability to give opinions and develop by giving reasons.
Purpose of unit & links: Further develops children's conversational skills from Y5. Opinions will further be developed across KS3 to give written and oral responses to different topics.	Purpose of unit & links: Further develops children's ability to talk about themselves in more detail following on from Y5 introductions. Further develops conversational French by discussing weather and seasons.	Purpose of unit & links: Children recap on vocabulary of places in town to use in longer pieces of writing. Children use subject knowledge from previous topic to build on reading, listening, speaking and writing skills about their town.	Purpose of unit & links: Revision of compass points from Y5.	Purpose of unit & links: Progressing on from giving basic opinions by giving further reasons for choices. Revision of direct article and use of masculine and feminine agreements.

Subject knowledge: - Numbers 1-30 - Masculine and feminine nouns - spotting patterns. - Opinion verbs and phrases - Subject pronouns	Subject knowledge: - weather - seasons - location (countryside, town, city etc) - places in town (cinema, shopping centre etc) - Describing what you can do in your town. - Different people's opinions on your town.	Subject knowledge: - Visiting a theme park – directions. - Weekend plans. - Rooms around the house - Items found around the house - Describing your ideal town - Present tense of verb 'aller'	Subject knowledge: - St Lucia - Ste Lucie - St Lucia - les infos - Comparing lifestyles - Ste Lucie et ici - Interpreting a French poem - Anansi	Subject knowledge: - Opinions - likes and dislikes - Opinions and reasons.
Coherence: Links from year 5 - use of masculine and feminine agreements Communication: children prepare a conversation for a cafe and order items from a menu. Creativity: using the French language to express thoughts and feelings around food and culture Compassion: developing understanding of different levels of privilege in cultures of Francophone countries Community: comparing and describing cafes, restaurants and facilities in the local area (increasing their knowledge of local area)		Coherence: children develop language from previous topic to write longer pieces of text about their own town. Communication: children prepare a spoken presentation about where they live. Creativity: creating a persuasive video to entice tourism to WB Compassion: children compare their own towns to towns in France and comment on similarities and differences Community: understanding what is important within their local community, understanding local issues and new developments/tourism		Coherence: Communication: written and spoken comparisons, Creativity: combining more than one ideas or opinion using the French language, selecting words that express their thoughts accurately Compassion: developing appreciation of another culture and its similarities and differences Community: making comparisons with Whitley Bay and St Lucia
Disciplinary literacy skills: Masculine/feminine spellings of words	Disciplinary literacy skills: Masculine/feminine spellings of words	Disciplinary literacy skills: Masculine/feminine spellings of words Conjugating the verb 'aller' and ensuring verb agrees with subject		Disciplinary literacy skills: Masculine/feminine spellings of words Subject agreements when giving opinions - J'aime VS tu aimes?

Year 7			
Autumn 1	Autumn 2	Spring	Summer
Topic: <i>C'est perso</i>	Topic: <i>Mon college</i>	Topic: <i>Hobbies</i>	Topic: <i>French culture and festivals</i>
Overview: Children learn key items you would find in your bag. Interpreting a range of reading and listening texts describing different survival kits and their importance.	Overview: children interpret school subjects and construct opinions, giving reasons. Compare school timetables between French and English schools.	Overview: Children talk about what they do for fun in their own time. Initial focus on use of technology. Children then explore different sports they enjoy and link it to French speaking athletes.	Overview: Children construct a text about a French speaking town/city, based on a WAGOLL on Nimes. Children interpret a poem from Robert Desnos - 'La Formi' Planning and creating own poem in the style of 'La fourmi'. Presentation of poem to the class.

Interpreting and constructing texts about how we view ourselves and others in terms of character and personality		Children prepare an interview for family/friends about which sports they do/do not enjoy.	Constructing descriptions about main events that take place during popular festivals.
<u>Purpose of unit & links:</u> Time phrases - basics were learnt in Y5. Days of the week recap.	<u>Purpose of unit & links:</u> Further develops on from giving opinions from KS2, now giving reasons. Children compare lunch menus in school, following on from food vocabulary in Y6.	<u>Purpose of unit & links:</u> Revision of present tense –er endings to conjugate the verb ‘regarder’ Further develop giving opinions, including giving reasons Recap of weather phrases	<u>Purpose of unit & links:</u> Recap of places in town from KS2
<u>Subject knowledge:</u> ● Survival Kit ● Spelling Bee ● Competition Intro ● Personality ● Introduce key sounds and practise alphabet ● Present tense er, ir and re endings using regular verbs.	<u>Subject knowledge:</u> ● School subjects ● Opinions and reasons ● Food items ● Conjunctions to make comparisons (ce pendent, mais, alors)	<u>Subject knowledge:</u> ● My computer and my mobile phone – different activities on technology. ● Sports – using the verbs ‘to play’ and ‘to do’, favourite sports players, athletes. ● Different sports for different occasions – saying when you do certain sports and why. ● Free time hobbies different from sports – e.g. watching the TV, listening to music, meeting friends. ● Interpreting and constructing sentences about what hobbies and activities other people do – particular focus on ‘ils’ and ‘elles’	<u>Subject knowledge:</u> <i>Summer term 1</i> ● My weekend - Mon weekend. ● A town in France - Une ville en France ● Interpreting a French poem - une poeme ● Interpreting a French painting - la peinture ● Reading and Listening end of year assessments. <i>Summer term 2</i> ● French festivals - les fêtes en France ● The festival of lights - la fête des lumières ● ● Bastille Day - La fête nationale ● The French revolution - La Révolution française ● Avant la Révolution
Coherence: As above. Communication: Spelling Bee competition. Creativity: using French language to develop and express options and question those of others Compassion: comparing different education systems with UK and Francophone countries, comparing timetables in England and France Community: Spelling Bee competition - local and national.		Coherence: As above - links to KS2 Communication: constructing formal questions as part of an interview Creativity: using French language to develop and express options and question those of others Compassion: understanding sides around technology use and privilege around technology Community: comparing hobbies in the UK to hobbies in Francophone countries, developing an knowledge of key sports players in UK/ France	Coherence: As above - links to timing of the year (Bastille day 14.7) Communication: Creating an account of life before the revolution Creativity: poetry Compassion: understanding the importance of Bastille day and national pride in France Community: comparing communities in the UK and France, learning about French festivals and celebrations
Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners Forming the negative to give reasons why hey do not like something. Regular -er verb endings conjugated correctly to match subject		Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners Regular -er verb endings conjugated correctly to match subject	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners

Year 8			
Autumn 1	Autumn 2	Spring	Summer 1
Topic: <i>Television and film</i>	Topic: <i>Paris - Je t'adore</i>	Topic: <i>My identity</i>	Topic: <i>My identity</i>
Overview: Children interpret a range of skills linked to television and film. Reviewing French film 'Les Choristes'	Overview: Describing a trip to Paris, including what they can do and see. Cold and hot write of a day in Paris. Cultural links to specific museums and traditions.	Overview: Children give a detailed description of themselves to discuss their personality, likes and dislikes, friendships music preferences and style.	Overview: To interpret a series of reading, writing, speaking and listening tasks focused on talent and ambition. Entering a talent contest. Pupils have to also play the role of a finalist in a talent content and describe their journey using the past tense
Purpose of unit & links: Children further develop their ability to give opinions developing from KS2 and Y7. They start to give more detailed opinions and make comparisons.	Purpose of unit & links: Use of past perfect tense from last half term. Using regular and irregular verbs.	Purpose of unit & links: Using un, une, des correctly and knowing how to translate from le/la/les Adjectival agreement continued Using knowledge of conjugating -er verbs for the verb 'porter' Some key vocabulary from unit on French festivals in Y7 revisited. Interpreting a reading that combines all elements from this unit – personality, relationships, style and music	Purpose of unit & links: All key vocabulary and topics from this year consolidated. Consolidation of past perfect tense. Key infinitives needed from this year to construct sentences about future plans.
Subject knowledge: - Connectives, adjectives needed to provide positive and negative opinions. - Regular present tense endings. - Subject pronouns - Opinions about film and television - Likes and dislikes - Making comparisons about what people do and do not like to watch	Subject knowledge: - The verb 'aller' in the perfect tense. - modal verbs - modes of transport - Places to visit in Paris	Subject knowledge - My character - to discuss personality and use adjectival agreement. Describe best friend. - My group of friends - Talking about friendships - relationships and activities with friends. - What music do you listen to? - different musical preferences - favourite singer - My style - look you prefer, clothes you wear – what you wear for different events and to different places. - Describing your passions – fan of sporting teams - Incorporating present, past and future tense within the same piece of work. Focus = festivals	Subject knowledge - My ambitions and talents. - Opinions and reasons - Mon avenir (my future) link to jobs but discuss broader plans - e.g. plans to travel, plans to live in a certain country. - Using modal verbs and superlatives in order to describe what you have to do in a talent contest to succeed as well as best/worst qualities.
Coherence: As above - links to opinions in Ks2 and developing on these skills Communication: conventions of written spoken reviews Creativity: using iPads to create movie trailers, interviews of film reviews			Coherence: Building on previous topic - pupils further develop language skills associated with their identity in order to write longer passages. Communication: Communicating future ambitions and goals for the future and asking others about theirs

Coherence: As above.
Communication: Preparing extended spoken piece on your identity = name, passions, music taste, activities last weekend and clothing choices, activities next weekend.
Creativity: expression thoughts and feelings of oneself, musics

Compassion: Review of film and analysis of characters - describing life in a boarding school and showing empathy for characters Community: extending knowledge of cultures in Francophone countries and comparing them to our own		Compassion: understanding individuality and the right to express oneself Community: celebrating diversity within our school and local area	Creativity: imaging ones futures and the barriers they may need to overcome to achieve goals Compassion: empathising with different backgrounds and life chances of people around the world Community: recognising talents with the community, underrating their place in the world in terms of considering future lives, careers within and outside of the community	
Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners Forming the negative to give reasons why hey do not like something. Regular -er verb endings conjugated correctly to match Subject	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners Conjugation of verb ‘aller’ correctly matched to subject Ensuring masculine and feminine forms are correctly agreed in writing.	Disciplinary literacy skills: Masculine/feminine spellings of words - particular focus of determiners the present tense - etre possessive adjectives adjectival agreement	Disciplinary literacy skills: Infinitive verbs correctly conjugated to match subject Masculine/feminine spellings of words - particular focus of determiners	