



Sheringdale MFL Medium Term Plans

KS2

2024 - 25

Year 3: SPANISH

Term: Autumn

NC main objectives Engage in conversations; ask and answer questions; express opinions and respond to those of others.

Appreciate stories, songs, poems and rhymes in the language.

Read carefully and show understanding of words, phrases and simple writing.

Unit	<i>Aprendo español</i> – I am learning Spanish Early language	<i>Los animales</i> – animals Early
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, Learn up to 10 colours and count from 1-10 in Spanish. 	By the end of this unit we will be able to: <ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).
Vocab	¡Hola!, ¿Cómo estás?, Estoy bien, Estoy mal, Más o menos, ¿Cómo te llamas?, Yo me llamo... ¡Adiós! Uno dos tres cuatro cinco seis siete ocho, nueve, diez	los animales = the animals un león = a lion un pato = a duck un pájaro = a bird un ratón = a mouse un conejo = a rabbit una oveja = a sheep un caballo = a horse una vaca = a cow un cerdo = a pig un mono = a monkey
Lesson 1	Introduce Spain as a country and Spanish as a subject.	To introduce the unit ‘Los animales’. In this lesson pupils will learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determine
Lesson 2	To introduce the question and possible replies in Spanish answer for <i>¿cómo estás?</i>	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner.
Lesson 3	Learn how to ask somebody their name to say their name in Spanish.	In this lesson pupils will consolidate all ten nouns for animals in Spanish and will start to attempt to spell these words.
Lesson 4	To learn the numbers 1-10 and the colours in Spanish	To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English.
Lesson 5	To consolidate the colours in Spanish.	To become more familiar with the 1st person high frequency irregular verb ‘soy’ (I am) from the verb ‘ser’ (to be).
Lesson 6	To revise all language covered so far and complete assessment for the unit	To revise all language covered so far and to complete the end of unit assessment.

Year 3: SPANISH

Term: Spring

NC main objectives 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.

Read carefully and show understanding of words, phrases and simple writing

Unit	Se - I know how to Early language	La fruta - Fruits Early language
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none"> • Recognise, use and remember 10 common Spanish verbs/ activities. • Use these verbs in the infinitive to make a short sentence starting with “se”. 	By the end of this unit the children will be able to: <ul style="list-style-type: none"> • Name, recognise and remember up to 10 fruits in Spanish. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody if they like a particular fruit. • Say what fruits we like and dislike.
Vocab	se = I know how to,... Bailar = To dance, Comer = To eat, Cantar To sing, Beber = To drink, Cocinar = To cook, Ver la tele = To watch TV, Saltar = To jump, Escribir = To write, Hablar = To talk, Escuchar = To listen,	La fruta = the fruits, Una manzana = an apple, Una fresa = a strawberry, Una naranja = an orange, Una pera = a pear, Una cereza = a cherry, Una ciruela = a plum, Un melocotón = a peach, Un plátano = a banana, Un kiwi = a kiwi, Un albaricoque = an apricot. Me gustan.. = I like, No me gustan... = I do not like,
Lesson 1	Introduce the children to a variety of verbs in Spanish.	To name with accurate pronunciation and remember five fruits.
Lesson 2	To introduce the next five verbs	To name with accurate pronunciation and remember five more nouns for fruits.
Lesson 3	To consolidate all ten verbs and integrate se	To move from singular to plural noun and consolidate all ten fruits
Lesson 4	To use all new knowledge to improve listening and reading skills in Spanish	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using “Me gustan...”
Lesson 5	To consolidate all new knowledge using a variety of writing activities.	The children will be introduced to the negative opinion “No me gustan...” (“I do not like...”)
Lesson 6	To revise all language covered so far and complete assessment for the unit.	To revise all language covered so far and complete assessment for the unit

Year 3: SPANISH

Term: Summer

NC main objectives Explore the 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.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Unit	Las verduras - Vegetables Early language	Los helados - Ice creams Early language
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. 	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Recognise and name all ten ice cream flavours and the short phrase 'quisiera' (I would like). Learn the words 'un cucurucho' (a cone) and 'una tarrina' (a small pot/tub). Ask somebody for an ice cream in a cone or tub and include the word for 'and' = 'y', and for 'please' = 'por favor'.
Vocab	<p>Las berenjenas = The aubergines, Las espinacas = The spinach, Las cebollas = The onions, Los calabacines = The courgettes. Los tomates = The tomatoes, Las judías verdes = The green beans Los guisantes = The peas, Las patatas = The potatoes, Las zanahorias = The carrots, Los champiñones, The mushrooms Medio kilo de... = Half a kilo of... Un kilo de... = One kilo of..., Quisiera... I would like... ¿Puedo ayudarte? Can I help you? ¿Algo más? = anything else? ¿Cuánto cuesta? How much is that? Por favor = Please, Gracias = Thank you, Hasta luego = Goodbye</p>	<p>Un helado de vainilla = a vanilla ice-cream, Un helado de fresa = a strawberry ice-cream, Un helado de pistacho = a pistachio ice-cream, Un helado de plátano = a banana ice-cream, Un helado de menta = a mint ice-cream, Un helado de chocolate = a chocolate ice-cream, Un helado de limón = a lemon ice-cream, Un helado de café = a coffee ice-cream, Un helado de caramelo = a caramel ice-cream, Un helado de mora = a blackberry ice-cream, un cucurucho = a cone, una tarrina = a small pot/tub quisiera ... = I would like... , por favor = please</p>
Lesson 1	To name five common vegetables in Spanish, all in their plural form.	To name and remember the first five ice-cream flavours in Spanish.
Lesson 2	Learn how to name five more nouns for vegetables in Spanish	To learn five more nouns for ice-cream flavours in Spanish
Lesson 3	To revisit all ten vegetables in Spanish and learn how to say "a kilo of..." plus a vegetable	To learn how to say which ice-cream they would like and the word 'and' (y)

Lesson 4	Develop further linguistic progression by learning how to formulate a short phrase using “Quisiera ...” (“I would like...”)	Develop further linguistic progression by learning how to ask for a cone or a small tub/pot of ice-cream
Lesson 5	The children will be introduced to the conjunction “y” (“and”) so that they can list what vegetables they would like.	The children will be introduced to language to enable them to perform a short role play where they buy an ice-cream.
Lesson 6	To revise all language covered in this unit and complete assessment materials.	To revise all language covered in this unit and complete assessment materials.

Year 4: SPANISH

Term: Autumn

NC main objectives Listen attentively to spoken language and show understanding by joining in and responding.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Unit	Me presento - Introducing myself intermediate	Tienes una mascota? - Do you have a pet? intermediate
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”)
Vocab	<p>Me Presento = Presenting Myself, Hola = Hello (informal) Buenos días = Hello (formal), ¿Cómo estás? = How are you? Estoy bien = I am good Estoy, mal = I am bad Más o menos = So, ¿Y tú? = And you? Estoy muy bien = I am really good, Estoy muy mal = I am really bad, Adiós = Goodbye, Hasta luego = See you later.</p>	<p>Un = A (masculine form), Una = A (feminine form), Un perro = A dog, Un gato = A cat, Un conejo = A rabbit, Un hámster = A hamster, Un pez = A fish, Un ratón = A mouse, Una cotorra = A parrot/ parakeet, Una tortuga = A tortoise, ¿Tienes una mascota? = Do you have a pet? que se llama = that is called, No tengo = I don't have,</p>
Lesson 1	To revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question.	To learn the eight nouns and matching gender articles for the different pets
Lesson 2	To learn how to ask and answer the question ‘¿Cómo te llamas?’ (What is your name?)	Consolidation of new ‘Pets’ vocabulary. Use of “Tengo...” (“I have...”)
Lesson 3	To consolidate numbers 1-10 and to introduce numbers 11-20	Further development of our Spanish knowledge by introducing, learning and using the structure “que se llama...” (“that is called...”)
Lesson 4	To consolidate knowledge of numbers 1-20 in Spanish and to learn how to ask and answer the question ‘¿Cuántos años tienes?’ (How old are you?)	Further linguistic progress by learning how to use the negative structure “no tengo...”

Lesson 5	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question '¿Dónde vives?' (Where do you live?)	To be introduced to a new connective "pero" ("but")
Lesson 6	To revise all language covered so far and to complete the end of unit assessment.	To revise all language covered so far and complete assessment for the unit.

Year 4: SPANISH

Term: Spring

NC main objectives Explore the 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.

Read carefully and show understanding of words, phrases and simple writing

Write words or phrases from memory.

Unit	Mi familia - My family Intermediate	Mi casa - My home Intermediate
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. 	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home.
Vocab	<p>La madre/la mamá = the mother/ mum, El padre/el papá = the father/dad La hermana = the sister, El hermano = the brother La hermana mayor = the older sister, La hermana pequeña = younger sister, La abuela = the grandmother, El abuelo = the grandmother La tía = the aunt, El tío = the uncle</p>	<p>¿Dónde vives ? = Where do you live? Vivo en... = I live in... Una casa = A house, Un piso = An apartment, En la ciudad = In town, En un pueblo = In a village, En el campo = In the countryside, En la montaña = In the mountains, En la costa = By the sea. un salón = a living room, una cocina = a kitchen, un dormitorio = a bedroom, un comedor = a dining room, un cuarto de baño = bathroom, un garaje = a garage, un jardín = a garden</p>
Lesson 1	To learn how to say the various nouns for family members	To learn how to say they live in "Vivo en" a house or an apartment and will be given a choice of where their home or apartment is located
Lesson 2	To continue and consolidate the nouns and definite articles/determiners for members of the family	To learn how to say the first five nouns for rooms of the home
Lesson 3	To introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)	To learn another five nouns for rooms of the home so that the children have ten in total

Lesson 4	Introduce the question ¿Cómo se llama? (what is he/she called?)	Develop further linguistic progression by learning how to use the negative structure “En mi casa no hay...”
Lesson 5	To be able to ask and answer the target question for the week: ¿Cuántos años tiene...? (How old is...?)	integrating new language with previously learnt language: “I am called, I am ... years old” in a role play activity.
Lesson 6	To revise all language covered so far and complete assessment for the unit	To revise all language covered so far and complete assessment for the unit.

Year 4: SPANISH

Term: Summer

NC main objectives: 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.

Describe people, places, things and actions orally and in writing.

Unit	La fecha - the date? Intermediate	En la cafeteria - At the Café Intermediate
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none">Recognise and recall the 12 months of the year.Ask what the date is and say the date.Ask somebody when their birthday is and say when their own birthday is.	By the end of this unit we will be able to: <ul style="list-style-type: none">Order a selection of typical foods, drinks and snacks from a Spanish menu and order a Spanish breakfast.Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.
Vocab	Qué Fecha Es Hoy, enero = January, febrero = February, marzo = March, abril = April, mayo = May, junio = June julio, = July, agosto = August, , septiembre = September, octubre = October, noviembre = November, diciembre = December	Desayuno En El Café, ¿Qué quieres?, Quiero, Por favour, Un zumo, Un café, Un café con leche, Un té , Un té con leche, Un chocolate caliente, Un croissant, La mantequilla, Pan, La mermelada, Un bizcocho, Cereales, La cuenta por favour,
Lesson 1	To learn the months of the year.	To learn how to order drinks in a cafe.
Lesson 2	To consolidate the months of the year.	To learn how to order some food in a cafe.
Lesson 3	To learn how to say the date.	To integrate the vocabulary from the last two weeks.
Lesson 4	To learn how to say when their birthday is.	To revise all the vocabulary from the last three weeks.
Lesson 5	To create some Spanish calendars	To consolidate the language for ordering a breakfast and introduce the extra vocabulary for other types of snacks available
Lesson 6	To revise all language covered so far and complete assessment.	To revise all language covered so far and complete assessment for the unit

Year 5: FRENCH

Term: Autumn

NC main objectives Engage in conversations; ask and answer questions; express opinions and respond to those of others.

Appreciate stories, songs, poems and rhymes in the language.

Read carefully and show understanding of words, phrases and simple writing.

Unit	J'apprends le français - Greetings, Colours and numbers Early language	En classe - Classroom equipment Intermediate Teaching
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none">To locate France, Paris and a few key cities on a map.Say our name, how we are feeling,Learn up to 10 colours and count from 1-10 in French.	By the end of this unit we will be able to: <ul style="list-style-type: none">Remember and recall 12 classroom objects with their indefinite article/determiner.Replace an indefinite article/determiner with a possessive adjective.Say and write what they have and do not have in their pencil case.
Vocab	Bonjour, Ça va? Ça va bien, Ça va mal, Comme ci, comme ça, Comment tu t'appelles?, Je m'appelle..., Au revoir Rouge, bleu, Jaune, Vert, Orange, Violet, Marron, Noir, Blanc, Gris Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix	un livre, un cahier, un taille-crayon, un crayon, un sac à dos, une règle, une trousse, un stylo, une gomme, une calculatrice, un bâton de colle, des ciseaux.
Lesson 1	Introduce France as a country and French as a subject.	To introduce the nouns and articles/determiners for six common classroom objects.
Lesson 2	To introduce the question and possible replies in French answer for ça va?	To learn a further five classroom object nouns with their indefinite articles/determiners
Lesson 3	learn how to ask somebody their name to say their name in French.	To learn the question 'Qu'est-ce qu'il y a dans ta trousse?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai...'
Lesson 4	To learn the numbers 1-10 and the colours in French	To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French
Lesson 5	To consolidate the colours in French.	To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French
Lesson 6	To revise all language covered so far and complete assessment for the unit	To revise all language covered so far and complete assessment for the unit.

Year 5: FRENCH

Term: Spring

NC main objectives 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.

Read carefully and show understanding of words, phrases and simple writing

Unit	Je Peux - I can Early language	Les fruits - Fruits Early language
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux 	By the end of this unit the children will be able to: <ul style="list-style-type: none"> • Name, recognise and remember up to 10 fruits in French. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody if they like a particular fruit. • Say what fruits we like and dislike.
Vocab	Je peux... I am able to... Danser = To dance, Manger = To eat, Chanter = To sing, Boire = To drink, Cuisiner = To cook, Regarder = To watch, Sauter = To jump, Écrire = To write, Parler = To talk, Écouter = To listen.	Les fruits = The fruits, Une pomme = An apple, Une fraise = A strawberry, Une pêche = A peach, Une banane = A banana, Une cerise = A cherry, Une orange = An orange, Une prune = A plum, Une poire = A pear, Un kiwi = A kiwi, Un abricot = An apricot, Est-ce que tu aimes...? = Do you like...? Oui, j'aime... = Yes, I like... Non, je n'aime pas ... = No, I do not like...
Lesson 1	Introduce the children to 5 verbs in French (Paddy – say what these are for all lessons with objectives like this)	In this lesson, pupils will learn how to name with accurate pronunciation and remember five fruits.
Lesson 2	To introduce the next five verbs to the class.	To learn and remember five more nouns for fruits
Lesson 3	To consolidate all ten verbs and integrate je peux.	To move from singular to plural noun and consolidate all ten fruits
Lesson 4	To use all new knowledge to improve listening and reading skills in French.	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using “J'aime...”
Lesson 5	To use all new knowledge in writing activities.	The children will be introduced to the negative opinion “Je n'aime pas...” (“I do not like...”)
Lesson 6	To revise all language covered so far and complete assessment for the unit	To revise all language covered so far and complete assessment for the unit

Year 5: FRENCH

Term: Summer

NC main objectives Explore the 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.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Unit	Les saisons - The seasons Early language	Les glaces - Ice creams Early language
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in French. Recognise, recall and remember a short phrase for each season in French. Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car' 	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub
Vocab	L'hiver, le printemps, l'été, l'automne, il neige, il fait froid, il fait chaud, les fleurs poussent, les oiseaux chantant, il y a du soleil, les arbres perdent leurs feuilles	<p>Je voudrais = I would like, Une glace...= An ice-cream,... ...à la vanille = vanilla flavour, ...à la fraise = strawberry flavour, ...à la banane = banana flavour, ...à la menthe = mint flavour, ...à la pistache = pistachio flavour, ...au caramel flavour ...au chocolat = chocolate flavour, ...au café = coffee flavour, ...au cassis = blackcurrant, ...au citron = lemon flavour, Quel parfum? = Which flavour? Un cornet = A cone, Un petit pot A small tub/pot, Combien de boules? How many scoops? Une boule = One scoop, Deux boules = Two scoops, C'est combien? = How much? S'il vous plaît = Please Bonjour = Hello, Merci = Thank you, Au-revoir = Goodbye</p>
Lesson 1	To introduce the unit 'Les Saisons'. In this lesson pupils will learn how to name the four seasons in French	To learn how to name and remember the first five ice-cream flavours in French
Lesson 2	To learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in French	To learn and remember five more nouns for ice-cream flavours in French
Lesson 3	To learn about what happens in Spring and will also learn how to say and/or write a short sentence about this season in French	To learn how to say which flavour ice-cream they would like using the structure 'je voudrais'

Lesson 4	To learn about what happens in Summer and will also learn how to say and/or write a short sentence about this season in French	Develop further linguistic progression by learning how to ask for a cone or a small tub/pot of ice-cream.
Lesson 5	To learn about what happens in Autumn and will also learn how to say and/or write a short sentence about this season in French	The children will be introduced to language to enable them to perform a short role play where they buy an ice-cream.
Lesson 6	To revise all language covered in this unit and complete assessment materials	To revise all language covered in this unit and complete assessment materials.

Year 6: FRENCH

Term: Autumn

NC main objectives Listen attentively to spoken language and show understanding by joining in and responding.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Unit	Je me presente - Introducing myself Intermediate	Ma famille - My family Intermediate
Objectives	By the end of this unit we will be able to: <ul style="list-style-type: none">• Count to 20.• Say their name and age.• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.• Tell you where they live.• Tell you their nationality and understand basic gender agreement rules.	By the end of this unit we will be able to: <ul style="list-style-type: none">• Tell somebody the members, names and various ages of either their own or a fictional family in French.• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
Vocab	Bonjour = Hello (formal). Salut = Hello (informal), Ça va ? = How are you?, Ça va bien = I am good Ça va mal = I'm not very well, Comme ci, comme ça = So, so Ça va très bien = I am very good, Ça va très mal = I am really bad Au revoir = Goodbye, À plus tard = See you later, Comment tu t'appelles ? = What is your name? Je m'appelle... My name is ..., Quel âge as-tu? = How old are you? J'ai ... ans = I am ... years old, Où habites-tu ? = Where do you live? J'habite à...= I live in... Je suis français/française = I am French, Je suis anglais/anglaise = I am English Je viens de = I am from, Je viens d'Angleterre = I am from England	La famille = The family, Les parents = The parents, Le père = The father / The dad, La mère The mother / The mum, Le frère = The brother, La sœur = The sister, Des frères et sœurs The siblings/ brothers and sisters , As-tu des frères et sœurs? Do you have any brothers or sisters? Oui, j'ai un frère = Yes, I have a brother, Oui, j'ai une sœur = Yes, I have a sister Le fils = The son, La fille = The daughter, Le cousin = The cousin (male), La cousine = The cousin (female) Non, je suis fils unique = No, I am an only child (boy) Non, je suis fille unique = No, I am an only child (girl) Les grands-parents = The grandparents, Le grand-père = The grandfather, La grand-mère = The grandmother, L'oncle = The uncle, La tante = The aunt,

		<p>Le beau-père = The stepfather, La belle-mère = The stepmother, Le demi-frère The stepbrother/halfbrother, La demi-sœur The stepsister/halfsister, Comment tu t'appelles? = What is your name? Je m'appelle... My name is... Il/elle s'appelle... His/her name is... Quel âge as-tu? = How old are you? J'ai ___ ans = I am ___ years old, Il/elle a ___ ans He/she is ___ years old Mon, Ma, Mes = My,</p>
Lesson 1	In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves	To learn how to say the various nouns for family members in French.
Lesson 2	To learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my
Lesson 3	To consolidate numbers 1-10 and to introduce numbers 11-20.	To introduce how to ask and answer the question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)
Lesson 4	To consolidate numbers 1-20 and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?)	To be able to introduce their family members. This will involve moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle.
Lesson 5	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?'	To learn how to say and recognise numbers 1-70 (and 1-100 in the optional challenge section)
Lesson 6	To revise all language covered so far and to complete the end of unit assessment.	To revise all language covered so far and to complete the end of unit assessment.

Year 6: FRENCH

Term: Spring

NC main objectives 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

Write words or phrases from memory.

Unit	Chez moi - At my home Intermediate	Manger et Bouger - Healthy lifestyle Progressive teaching
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Name and recognise ten foods and drinks that are considered good for your health. • Name and recognise ten foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy recipe in French.
Vocab	<p>Où habites-tu? = Where do you live? J'habite dans...= I live in... Une maison = A house, Un appartement = An apartment, En ville = In town, À la campagne = In the countryside, Dans un village = In a village, et = and, mais = but, À la montagne = In the mountains, Au bord de la mer = By the sea, Une cuisine = a kitchen, une salle à manger = a dining room, Une salle de bains = a bathroom, Une chambre = a bedroom, Une buanderie = a utility room, Un sous-sol = a basement, Un bureau = an office / a study, Un salon = a living room, Un garage = a garage, Un jardin = a garden, Chez moi il y a... = in my home there is.../ there are...</p>	<p>Manger et bouger = Eat and move, Des céréales = Some cereal, Je joue au foot = I play football, Manger = To eat, Des légumes = Some vegetables, Je fais des promenades = I walk, Boire = To drink, Des fruits = Some fruit, Je fais de la natation = I go swimming, Je mange = I eat, Des noix = Some nuts, Je fais du cyclisme = I go cycling, Je bois = I drink, De la viande rouge = Some red meat Je fais du judo = I do judo, Pour ma santé .. To stay in shape I..., Du lait entier = Some whole fat milk, Je fais du tennis = I play tennis, Pour ma santé je mange .. = To stay in good health I eat.. Du pain blanc = Some white bread, Je ne regarde pas la television = I do not watch television , Pour ma santé je bois = To stay in good health I drink..</p>

	Chez moi il n’y a pas de... = in my home there is not.../ there are no	Du chocolat = Some chocolate, Je ne joue pas aux jeux électroniques = I do not play electronic games, Pour ma santé je ne mange pas de = To stay in good health I don’t eat.. Du beurre = Some butter, Une recette saine = A healthy recipe, Pour ma santé je ne bois pas de . = To stay in good health I don’t drink.. Bon pour la santé = Good for (your) health, Des bonbons = Some sweets, Du poisson = Some fish , Des chips = Some crisps, De la viande blanche = Some white meat, Des frites = Some chips, Du fromage allégé = Some low fat cheese, Des boissons sucrées = Some fizzy drinks, Du lait écrémé = Some skimmed milk, Des biscuits = Some biscuits, Du pain complet = Some wholemeal bread, De l’eau = Some water
Lesson 1	To learn how to say they live in a house or an apartment and where their home or apartment is located using “J’habite...”	To introduce the aim of the unit Manger et Bouger. The children will improve their range of vocabulary by learning ten new words for healthy foods and drinks in this lesson
Lesson 2	Consolidation of last week’s language connected to “J’habite...” plus the first five nouns for rooms of the home.	To learn ten new words for unhealthy foods in French helping to create wider vocabulary
Lesson 3	To learn another five nouns for rooms of the home so that the children have ten in total.	To consolidate the children’s learning of the new vocabulary by using PowerPoint and snap card activities. They will also analyse the grammar rule for the correct use of ‘some’
Lesson 4	Develop further linguistic progression by learning how to use the negative structure “Chez moi il n’y a pas de...”	To improve their range of vocabulary by learning key phrases for activities they may do to keep fit and using this new language to interview each other in a class survey
Lesson 5	The children will be encouraged to put all their new language into context by integrating it with previously learnt language (me llamo... (I am called), tengo ... años (I am ... years old) in a role play activity.	To improve their reading skills by learning the instructions for how to follow a healthy recipe in French
Lesson 6	To revise all language covered so far and complete assessment for the unit.	To revise all language covered so far and complete assessment for the unit.

Year 6: FRENCH

Term: Summer

NC main objectives: 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

Describe people, places, things and actions orally and in writing.

Unit	Au salon de the - At the café Intermediate	Le Jeux Olympiques – The Olympic Games Intermediate
Objectives	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. • Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. 	<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.
Vocab	<p>Le petit déjeuner au café, Qu'est-ce tu prends pour le petit déjeuner?, Vous désirez?, Je prends..., S'il vous plait, Un jus d'orange, Un café, Un café au lait, Un thé au citron, Un thé au lait, Un chocolat chaud, Un croissant, Du beurre, Du pain, De la confiture, Des biscottes, Des céréales</p>	<p>les Jeux olympiques the Olympics. le plongeon diving. Je fais du plongeon. I do diving. Il est nageur. He is a swimmer. Je fais de la natation. I do swimming. Je fais du triathlon. I do triathlons. Elle est nageuse. She is a swimmer. Je fais du cyclisme. I do cycling. Il est plongeur. He is a diver. l'athlétisme – athletics. Je fais de l'athlétisme. I do athletics. Je ne fais pas d'athlétisme. I don't do athletics. Il est escrimeur. He is a fencer. l'escrime - fencing Il est archer. He is an archer. Elle est archère. She is an archer. la boxe boxing Je fais de la boxe. I do boxing. Il est boxeur. He is a boxer Il est rameur. He is a rower. Elle est rameuse. She is a rower. Il/elle est athlète. He/she is an athlete. (no spelling change for masculine and feminine) nous faisons we play/do (a sport) Je fais de l'aviron. I do rowing. Il/elle est cycliste. He/she is a cyclist.</p>
Lesson 1	To learn how to order drinks in a cafe.	Introduce the new unit Les jeux olympiques. The children will learn to listen attentively to longer passages of French and discover how to decode and

		breakdown language by looking out for cognates (words that are similar in English).
Lesson 2	To learn how to order some food in a cafe.	To use a PowerPoint to look at the key facts of the modern Olympic games using story ordering to help decipher and decode meaning.
Lesson 3	To integrate the vocabulary from the last two weeks.	To consolidate all the language covered so far by introducing the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure je ne fais pas de.
Lesson 4	To revise all the vocabulary from the last three weeks.	To show the children how to use all the language they have covered in this unit in a real context. They will learn how to link the word for a sport to how we use / change that word to describe that sport as someone's profession
Lesson 5	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available	To introduce the children to ten French nouns (and their article) for sports currently in the Olympic games
Lesson 6	To revise all language covered so far and complete assessment for the unit	To consolidate all the language covered so far in the unit by preparing a PowerPoint/oral presentation about Olympic history and current Olympic sports.