

French – Year 6

Content

Autumn 1: Comment allez-vous arriver?

Autumn 2: Qu'est ce que tu portes aujourd'hui ?

Spring 1: Why do the French champion liberty, equality and fraternity?

Summer 1: Vous voulez partir en vacances?

Summer 2: What will your holiday be like?

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Hold a conversation in French talking about myself, my family and my future holidays. Spell French words mostly accurately read an authentic French text and understand the gist of the text Use <i>par ce que</i> (because) to explain Begin to use the future tense develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences Use a French dictionary to identify unfamiliar words Use an increasing range of adjectives and adverbs Write in French from memory read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language describe people, places, things and actions orally and in writing Reflect on any similarities/differences to their mother tongue 	Transport	clothes	Holiday
		la voiture (car) l'avion (aeroplane) l'autobus (bus) le bateau (boat) le vélo (bike) le taxi (taxi) le train (train) le metro (subway/underground)	le pantalon (trousers) la jupe (skirt) les chaussettes (socks) la cravate (tie) le sweat (jumper) la chemise (shirt) les chausseurs (shoes)	J'ai voyagé en XXX (I travelled in...) Je vais aller au restaurant (I am going to the restaurant) Je nage (I swim) Je suis allé(e) à la plage (I am going to the beach) Je vais nager (I am going to swim) Je vais voyager <i>en Espagne</i> (I am travelling to <i>Spain</i>) Je vais jouer au foot (I am going to play football) Je vais faire des visites culturelles (I am going to make cultural visits) Je vais aller à la plage (I am going to the beach) Je vais au restaurant (I am going to the restaurant) J'ai nagé (I swam)

<ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 			<p>History</p> <p>Develop an independent vocabulary bank using a French dictionary</p>	<p>Je joue au tennis (I play tennis)</p> <p>J'ai joué au volley (I play volleyball)</p> <p>Je vais à la plage (I go to the beach)</p> <p>Je suis allé(e) au restaurant (I went to the restaurant)</p> <p>Use 'a' and 'en' for names of countries</p>
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Knowledge

<h3>Substantive Knowledge</h3> <p>Term 1: Transport</p> <p>Lesson 1 – LO: To understand vocabulary relating to transport. Skill: Listening</p> <p>Use picture cards or models to introduce the vocabulary – are there any links to the English language? Appreciate connections between the languages</p> <p>Lesson 2 – LO: To know vocabulary relating to transport Skill: Speaking</p> <p>Recap: Say a mode of transport to the children and children can hold up a picture card showing their understanding of the vocabulary. Use flashcards to show mode of transport and ask the children to repeat the French word.</p> <p>Lesson 3 – LO: To understand and read vocabulary relating to transport. Skill: Reading</p>	<h3>Disciplinary Knowledge</h3> <p><i>How to use a French-English dictionary</i></p> <p><i>How to use the future tense</i></p> <p><i>To listen to French and to answer comprehension questions in English using translation skills.</i></p> <p><i>Spelling according to the gender of nouns and using the correct determiners.</i></p>
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Give children a piece of text (French). They should be able to work out what is written by annotating and highlighting their known vocabulary. Then children should answer comprehension questions in English.

Lesson 4 – LO: To know vocabulary relating to transport in sentences.

Skill: Reading

Look at the verb to go (English) in past, present and future tense. Then move onto the verb to go 'aller' in French.

Children to be able to compose sentences orally to use vocabulary.

Lesson 5&6 – LO: To know how to use vocabulary relating to transport in my writing.

Skill: Reading & Writing

Children to create a piece of writing (poem?) and be able to apply their vocabulary knowledge to this. [Creativity and beauty – writing a poem](#)

Term 2: Clothes

Lesson 1 – LO: To understand vocabulary relating to clothes.

Skill: Listening

Introduce the word 'porte' (to wear).

Ask the children what they are wearing – create bank of words (English) that they would need to know French for to be able to answer questions about clothes. Use picture cards to introduce vocabulary.

Lesson 2 – LO: To know and speak vocabulary relating to clothes.

Skill: Speaking ([exploring how language is constructed in a similar way by adding clauses](#))

Introduce the words 'et' (and) & 'aussi' (also). Ask the children to say what they are wearing (English first, then French)

Use French dictionary to find other words for alternative items of clothing.

Lesson 3 – LO: To understand and read vocabulary relating to clothes.

Skill: Reading

Recap learnt vocabulary so far. Can children read and answer true or false questions about clothing? [Are fashions the same? Uniform?](#)

Lesson 4 – LO: To know vocabulary relating to clothes in sentences.

Skill: Listening, Speaking, Reading

Recall vocabulary relating to clothes. Understand new adjectives and then apply understanding when discussing outfits/clothing in French (could be celebrities etc)

Lesson 5 & 6 – LO: To know how to use the correct grammar when describing clothing.

Skill: Writing

Model writing sentences about clothing, adding in adjectives and opinions. Children write sentences of their own.

Term 3: French History (French Day)

Lesson 1 & 2 – LO: To know about the French Revolution.

French vocabulary relating to the Revolution.

That the French people have a motto and it is liberty, equality, fraternity

The French people do not have a royal family because of the Revolution.

The French Revolution began in 1789. [Subject interplay with History – is war ever justified?](#)

King Louis XVI and Queen Marie Antoinette were executed using a guillotine.

Lesson 3 & 4 – LO: To understand French culture and history.

Joan of Arc – what do you already know? Learn the key information of her achievements (use timelines, images and descriptions of key events). Write a first-person speech of Joan of Arc's last moments, then perform the speech to the class.

Lesson 5 & 6 – LO: To know about French artists (Claude Monet)

Learn about the role of Monet in French society. Who was Monet? Look at some of his famous paintings. Re-create one of Monet's famous pieces.

[Appreciate the beauty of Monet's art?](#)

Term 5: Holiday

Lesson 1 – LO: To understand vocabulary relating to holidays.

Skill: Listening

Use picture cards or models to introduce the vocabulary – are there any links to the English language?

Lesson 2 – LO: To know and speak vocabulary relating to holidays.

Skill: Speaking

Recap: Say an activity in relation to holidays to the children and children can hold up a picture card showing their understanding of the vocabulary. Use

flashcards to show mode of transport and ask the children to repeat the French word.

Encourage use of French dictionary to explore further vocabulary.

Allow children the opportunity to explore words they are interested in using the dictionary.

Lesson 3 – LO: To understand and read vocabulary relating to holidays.

Skill: Reading

Give children a piece of text (French). They should be able to work out what is written by annotating and highlighting their known vocabulary. Then children should answer comprehension questions in English.

Lesson 4 – LO: To know vocabulary relating to holidays in sentences.

Skill: Speaking & Reading

Model sentences such as: I want to go to Spain by aeroplane in French. Build sentences together as a class.

Children to use picture cards (countries and transport pictures) to compose sentences.

Lesson 5 & 6 – LO: To know how to use vocabulary relating to holidays in my writing.

Skill: Writing

Revisit grammar rules for French use of adjectives, countries, modes of transport. Model writing sentences and then the children to write their own sentences.

Explore the beauty of language as the children develop their accents.

Term 6: Project - Holidays

Lesson 1 & 2 – LO: To know key vocabulary to use in my project.

Explain to the children the key objective for the project: creating a leaflet about holidays in different French locations. Look at key vocabulary. Read over key sentences and write own sentences to help with publishing of leaflet.

Reflect: holiday memories and the luxury of holiday time with family – staycation, in country or abroad?

Lesson 3 & 4 – LO: To understand French vocabulary to develop sentences.

Orally discuss last lessons sentences with each other about different locations they would like to travel around France. Complete a vocabulary exercise that helps the children compose sentences to develop their understanding of writing in French.

Lesson 5 & 6 – LO: To know how to use vocabulary to plan and create a leaflet. Recap and go over vocabulary in books to ensure awareness of what the children need to be using and writing in their leaflet is understood. Write some modelled examples of French sentences that are expected to be seen in their leaflets. Create a plan for leaflet (mind map) – what is going to be included in their leaflet? What vocabulary will be used? Locations? Activities? [Reflect on our learning journey in French so far – how has this supported us in being better global citizens.](#)

Ensure children use all of their planning to help them when creating their leaflet. Encourage children to have majority of their writing in French. Focus on the look of the leaflet – appealing? Would someone pick this up and read it if it was available in a holiday shop? Publish.

Concepts

curiosity

culture

understanding

fluency

Skills

Listening

Speaking

Reading and Writing

Knowledge of French Culture

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.