

# MFL Curriculum Overview

**"With languages, you are at home anywhere."**

**Edmund De Waal**

# MFL at St John's

St John's Primary Academy intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Our intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will

have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

Our intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.

Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

## Curriculum Drivers



## Long Term Overview

Year Group	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Year 3</b>	Phonetics 1 I am learning French	Animals	Instruments	I am able to	Fruits	Vegetables
<b>Year 4</b>	Phonetics 2 Ice cream	Presenting myself	My Family	Romans	In the classroom	What is the weather?
<b>Year 5</b>	Phonetics 3 The Date	Do you have a pet?	My Home	Olympics	Clothes	At School
<b>Year 6</b>	Phonetics 4 Planets	At the Weekend	WW2	Habitats	Vikings	Me in the world



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## Year 3 Substantive Knowledge

Module 1 I am learning French	Module 2 Animals	Module 3 Instruments	Module 4 I am able to	Module 5 Fruits	Module 6 Vegetables
<p>I will learn more about the Francophone world.</p> <p>I will learn how to use key greetings in French</p> <p>I will learn how to ask and answer the question 'How are you?' in French.</p> <p>I will learn how to ask and answer the question 'What is your name?' in French.</p> <p>I will learn the numbers 1-10 in French.</p> <p>I will learn 10 colours in French.</p>	<p>I will learn 5 animal nouns in French with their correct determiner.</p> <p>I will learn 5 more animal nouns in French with their correct determiner.</p> <p>I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings.</p> <p>I will explore and understand better the role of the indefinite article/determiner in French.</p> <p>I will learn how to use the <u>first person</u> conjugated verb 'je suis' (I am) in French.</p>	<p>I will learn 5 instruments in French with their correct articles/determiners.</p> <p>I will learn 5 more instruments in French with their correct articles/determiners.</p> <p>I will revise all 10 instrument nouns with their articles/determiners in French and will attempt the spellings.</p> <p>I will explore and understand better the role of the definite article/determiner in French.</p>	<p>I will learn 5 high frequency infinitive verbs in French</p> <p>I will learn 5 more high frequency infinitive verbs in French</p> <p>I will learn how to use the structure 'je <u>peux</u>' with the infinitive verbs in French</p> <p>I will learn how to use the negative structure followed by infinitive verbs in French.</p> <p>I will learn how to use conjunctions 'et' (and) &amp; '<u>mais</u>' (but) in French.</p>	<p>I will learn and become more familiar with 5 fruit nouns with their determiners in French</p> <p>I will learn and become more familiar with 5 more fruit nouns with their determiners in French</p> <p>I will learn how to move singular nouns to plural form in French.</p> <p>I will learn how to use the structure '<u>j'aime</u>' (I like) with the fruit nouns</p> <p>I will learn how to use the negative structure 'je <u>n'aime pas</u>' (I do not like) with the fruit nouns</p>	<p>I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.</p> <p>I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.</p> <p>I will learn how to ask for a kilo or half a kilo of a vegetable in French.</p> <p>I will learn how to use the structure '<u>je voudrais</u>' (I would like) when buying vegetables.</p> <p>I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option</p>



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# J'apprends le français

## phonics

sound in:

 oi • trois 3

 • noir

 on sound in: • marron

 ou sound in: • rouge

&amp;

### silent letters

There are many last consonant silent letters in French.

The final letter 's' is silent in the words 'Paris', 'trois' and 'gris'.

The final 't' is silent in 'vert' and 'violet'.

## vocabulary

Numbers 1-10 in French.

1 2 3 4 5 6 7 8 9 10

10 colours in French.



Simple greetings:



Salut ! Ça va ?

Hi! How are you?

Ça va bien ! Comment tu t'appelles ?



I am fine! What is your name?

## grammar

As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.



## What I will learn:



- ☐ Objective 1: I will learn more about the Francophone world.
- ☐ Objective 2: I will learn how to use key greetings in French.
- ☐ Objective 3: I will learn how to ask and answer the question 'How are you?' in French.
- ☐ Objective 4: I will learn how to ask and answer the question 'What is your name?' in French.
- ☐ Objective 5: I will learn the numbers 1-10 in French.
- ☐ Objective 6: I will learn 10 colours in French.

# Les animaux

## phonics

ch sound in:  
• cheval 

ou sound in:  
• souris   
• mouton 

on sound in:  
• cochon   
• mouton 

oi sound in:  
• oiseau 

&

silent  
letters

There are many last consonant silent letters in French.  
The final letter 'd' is silent in the word 'canard'.

## vocabulary

10 animals in French



Simple sentences like:

Je suis un mouton.



I am a sheep.

## grammar

The difference between the 2 determiners for 'a/an' seen in this unit:

un

une

How and when to use the high-frequency irregular verb 'I am' in French:

je suis

I am

## What I will learn:

- ☐ Objective 1: I will learn 5 animal nouns in French with their correct determiner.
- ☐ Objective 2: I will learn 5 more animal nouns in French with their correct determiner.
- ☐ Objective 3: I will revise all 10 animal nouns with their determiner in French and start to attempt the spellings.
- ☐ Objective 4: I will explore and understand better the role of the indefinite article/determiner in French.
- ☐ Objective 5: I will learn how to use the first person conjugated verb 'je suis' (I am) in French.

# Les instruments

**phonics**

sound in:  
**ou** • jou  
 sound in:  
**on** • violon


**&**

**guttural**  
 'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare' and 'clarinette'.

**silent letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'.



**vocabulary**

10 instruments in French.



Simple sentences like:



**Je joue du violon.**

*I play the violin.*

**grammar**

The 3 articles/determiners in French for 'the' seen in this unit:

**le** **la** **les**

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

**je joue** *I play*

**+** **du / de la / des**

*masculine      feminine      plural*

## What I will learn:

- ☐ Objective 1: I will learn 5 instruments in French with their correct articles/determiners.
- ☐ Objective 2: I will learn 5 more instruments in French with their correct articles/determiners.
- ☐ Objective 3: I will revise all 10 instrument nouns with their articles/determiners in French and will attempt the spellings.
- ☐ Objective 4: I will explore and understand better the role of the definite article/determiner in French.
- ☐ Objective 5: I will learn how to use the 1<sup>st</sup> person conjugated verb '**je joue**' (*I play*) to form a sentence in French.

# Je peux...

sound in:  
**ch** • chanter



phonics

sound in:  
**OU** • ouer d'un instrument



&

silent  
letters

There are many last consonant silent letters in French. The final letter 'x' is silent in the word 'peux'.

10 action verbs in French.



vocabulary

How to say the above in the negative form.

**Je ne peux pas patiner.**

*I am not able to skate.*

How to use conjunctions in French.



**Je peux danser mais je ne peux pas chanter.**

*I am able to dance but I am not able to sing.*

'Je peux' (I am able) is the first person conjugation of the verb 'pouvoir' (to be able). It is always followed an infinitive.

**je peux**

*I am able...*

In the negative form the structure is: 'Je ne peux pas'.

**je ne peux pas**

*I am not able...*

grammar

## What I will learn:

- ☐ Objective 1: I will learn 5 high frequency infinitive verbs in French.
- ☐ Objective 2: I will learn 5 more high frequency infinitive verbs in French.
- ☐ Objective 3: I will learn how to use the structure '**je peux**' with the infinitive verbs in French.
- ☐ Objective 4: I will learn how to use the negative structure '**je ne peux pas**' followed by infinitive verbs in French.
- ☐ Objective 5: I will learn how to use conjunctions '**et**' (and) & '**mais**' (but) in French.

# Les fruits

## phonics

oi sound in:  
• poire



&  
guttural  
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'fraise', 'orange' and 'cerise'.

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English.

## vocabulary

10 common fruit nouns with their determiner in French.



How to say the above fruits in both singular and plural form so I can say the fruits I like and those I do not like.



J'aime les pommes.

I like apples



Je n'aime pas les pommes.

I do not like apples.

## grammar

Nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French.

un

une

Singular determiner 'a'

les


Plural determiner 'the'


## What I will learn:

- ☐ Objective 1: I will learn and become more familiar with 5 fruit nouns with their determiners in French.
- ☐ Objective 2: I will learn and become more familiar with 5 more fruit nouns with their determiners in French.
- ☐ Objective 3: I will learn how to move singular nouns to plural form in French.
- ☐ Objective 4: I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.
- ☐ Objective 5: I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.

# Les légumes

## phonics

sound in:  
**ch** • champignons 

sound in:  
**on** • oignons 

&

silent  
letters

There are many last consonant silent letters in French. The final 's' is silent in the word 'les' and pronounced similar to the English sound 'leh'. However, if it is followed by a noun that starts with a vowel like 'oignons', 'épinards' or 'aubergines' the 's' in 'les' will be pronounced almost like a 'z' sound. This is called liaison.

## vocabulary

10 common vegetable nouns with their plural determiner in French.



How to ask for a 1 kilo and/or ½ a kilo.



How to use the structure 'je voudrais' (I would like).



Je voudrais un kilo de carottes et un demi kilo d'aubergines s'il vous plaît.

*I would like a kilo of carrots and half a kilo of aubergines please.*

## grammar

The plural form of the determiner 'the' in French (les) does not change in masculine or feminine form.

**les** Plural determiner 'the'.

To become more familiar with and use the high frequency verb 'je voudrais' (I would like) in French.

je voudrais

*I would like...*

## What I will learn:

- ☐ Objective 1: I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.
- ☐ Objective 2: I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.
- ☐ Objective 3: I will learn how to ask for a kilo or half a kilo of a vegetable in French.
- ☐ Objective 4: I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables.
- ☐ Objective 5: I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option.

## Year 4 Substantive Knowledge

Module 1 Ice cream	Module 2 Presenting myself	Module 3 My family	Module 4 Romans	Module 5 In the classroom	Module 6 What is the weather?
<p>I will learn and become more familiar with 5 ice-cream flavours in French</p> <p>I will learn and become more familiar with 5 more ice-cream flavours in French.</p> <p>I will learn how to use the <u>first person</u> high frequency verb 'je <u>voudrais</u>' (I would like) in French.</p> <p>I will learn how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.</p> <p>I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream.</p>	<p>I will use basic greetings in French, ask somebody how they are feeling and reply when asked to me</p> <p>I will ask somebody their name in French and reply when asked to me.</p> <p>I will recall numbers 1-10 and count from 11-20 in French.</p> <p>I will learn how to ask somebody how old they are in French and reply when asked to me.</p> <p>I will learn how to ask somebody where they live in French and reply when asked to me.</p> <p>I will learn how to express my nationality in French and understand basic gender agreement rules.</p>	<p>I will learn the nouns and articles/determiners for several family members in French.</p> <p>I will learn how to move from using the article/determiner 'the' with a family member noun to using the possessive adjective 'my' in French.</p> <p>I will learn to answer the question 'As-tu des frères et <u>sœurs</u>?' (Do you have any brothers or sisters?)</p> <p>I will learn how to introduce family members, learning to use 'il/elle <u>s'appelle</u>' (he/she is called)</p> <p>I will use my knowledge of larger numbers to be able to describe the age of family members in French.</p>	<p>I will learn to listen attentively to longer passages in French and how to decode using cognates.</p> <p>I will learn to understand more of what I hear and read using a listening activity to help decode unknown language.</p> <p>I will learn the names of 7 Romans gods and goddesses and will link them to the days of the week in French.</p> <p>I will learn all about key Roman inventions in French.</p> <p>I will revisit the negative structure in French and will present to the class as a Roman rich child and/or poor child.</p>	<p>I will learn the nouns and determiners for 6 classroom objects in French.</p> <p>I will learn 6 more nouns and their determiners for classroom objects in French.</p> <p>I will learn how to answer the question 'Qu'est-ce <u>qu'il</u> y a dans ta <u>trousse</u>?' (What do have in your pencil case?)</p> <p>I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French</p> <p>I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</p>	<p>I will learn how to ask what the weather is like and respond in French.</p> <p>I will learn how to recognise and recall the conjunctions 'et' (and) &amp; 'mais' (but).</p> <p>I will learn how to recognise and recall the 4 core compass points in French.</p> <p>I will learn how to recognise and recall numbers 1-31 in French to say the temperature.</p> <p>I will learn how to recognise and recall the 7 days of the week and the time of day in French.</p> <p>I will learn how to present a weather forecast in French.</p>



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# Les glaces

## phonics

on • citron



ch • pistache



&

guttural  
'r'

The 'r' sound in French is guttural from the back of the throat like in the words 'fraise' and 'citron'.

silent  
letters

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'chocolat'.



## vocabulary

10 ice-cream flavours in French.



How to ask for a pot, cone and the number of scoops in French.



Je voudrais une glace s'il vous plaît. Je voudrais deux boules à la vanille s'il vous plaît.

*I would like an ice-cream please.*

*I would like 2 scoops of vanilla please.*

## grammar

In French there are 2 words for the English determiner 'a'. These are often referred to as indefinite articles:

un

une

*Singular determiner 'a/an'*

The high frequency verb 'je voudrais' means (I would like) in French.

Je voudrais...

*I would like...*

## What I will learn:

- ☐ Objective 1: I will learn and become more familiar with 5 ice-cream flavours in French.
- ☐ Objective 2: I will learn and become more familiar with 5 more ice-cream flavours in French.
- ☐ Objective 3: I will learn how to use the first person high frequency verb 'je voudrais' (I would like) in French.
- ☐ Objective 4: I will learn how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.
- ☐ Objective 5: I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream.



# Je me présente

## phonics

in

sound in:

• cinq 5

i

sound in:

• huit 8

• dix 10

&amp;

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'Paris' and 'Londres'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so 'je' becomes 'j' as in 'j'habite' as an 'h muet' acts like a vowel in 'habite'.

## vocabulary

Numbers 1-20 in French.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

How to present myself:



Salut ! Je m'appelle Cécile et j'ai dix ans. J'habite à Lyon.

*Hi! My name is Cécile and I am ten years old. I live in Lyon.*

Key questions:

Ça va ? How are you?

Comment t'appelles-tu ? What is your name?

Quel âge as-tu ? How old are you?

Où habites-tu ? Where do you live?

## grammar

To understand adjectives better in French and how they may change spelling depending on what they are describing. This is called adjectival agreement.



Je suis française.

*I am French.*



Je suis français.

*I am French.*

First person high frequency verbs:

je suis

*I am*

j'ai

*I have*

j'habite

*I live*

## What I will learn:

- ☐ Objective 1: I will use basic greetings in French, ask somebody how they are feeling and reply when asked to me.
- ☐ Objective 2: I will ask somebody their name in French and reply when asked to me.
- ☐ Objective 3: I will recall numbers 1-10 and count from 11-20 in French.
- ☐ Objective 4: I will learn how to ask somebody how old they are in French and reply when asked to me.
- ☐ Objective 5: I will learn how to ask somebody where they live in French and reply when asked to me.
- ☐ Objective 6: I will learn how to express my nationality in French and understand basic gender agreement rules.

# Ma famille

## phonics

i

sound in:

• petite



in

sound in:

• cinq 5

• cinquante 50

ille

sound in:

• famille



ique

Sound in:

• unique

silent  
letters

There are many final consonant silent letters in French. The final letters 'ts' are silent in the word 'parents'.



## vocabulary

The nouns & articles/determiners for family members.



The words for the possessive adjective 'my' in French:

mon

ma

mes

Larger numbers in French (1-70) and the multiples of ten up to 100:

10 20 30 40 50 60 70 80 90 100

High frequency verbs:

il/elle s'appelle

he/she is called

il/elle a

he/she has

## grammar

To fully understand the role of gender and plurality in the choice of possessive adjectives.

mon frère



ma sœur



Singular possessive adjective  
'my' for masculine nouns

Singular possessive adjective  
'my' for feminine nouns

mes grands-parents



Possessive adjective 'my' for plural nouns

To move from the 1<sup>st</sup> person conjugation of high frequency verbs to 3<sup>rd</sup> person singular.

j'ai

I have

il/elle a

he/she has

## What I will learn:

- ☐ Objective 1: I will learn the nouns and articles/determiners for several family members in French.
- ☐ Objective 2: I will learn how to move from using the article/determiner 'the' with a family member noun to using the possessive adjective 'my' in French.
- ☐ Objective 3: I will learn to answer the question '*As-tu des frères et sœurs ?*' (Do you have any brothers or sisters?)
- ☐ Objective 4: I will learn how to introduce family members, learning to use '*il/elle s'appelle*' (he/she is called).
- ☐ Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members in French.

# Les Romains

## phonics

- sound in:
- légende
- sound in:
- frère
- sound in:
- deux
  - diex



## silent letters

Some letters in French are silent, for example the final 's' in 'esclaves'.

## nasal sounds

There are words in French that are made through the nose as well as the mouth! These do not exist in English. Examples include 'latin', and 'dimanche'.

## vocabulary

As this is a unit that explores language learning strategies, there is a wider range of vocabulary than in other units. Not all will be learnt from memory, but there will be an opportunity to also revisit core vocabulary like Days of the Week in French.

Monday	→	lundi
Tuesday	→	mardi
Wednesday	→	mercredi
Thursday	→	jeudi
Friday	→	vendredi
Saturday	→	samedi
Sunday	→	dimanche

## grammar

To understand better how to use the negative structure in French.

Je porte une toga.

I wear a toga.



Je ne porte pas de toga.

I do not wear a toga.



Wider range of 1<sup>st</sup> person high frequency verbs:

je suis

I am

j'habite

I live

je vais

I go

je porte

I wear

je mange

I eat

je travaille

I work

## What I will learn:

- ☐ Objective 1: I will learn to listen attentively to longer passages in French and how to decode using cognates.
- ☐ Objective 2: I will learn to understand more of what I hear and read using a listening activity to help decode unknown language.
- ☐ Objective 3: I will learn the names of 7 Romans gods and goddesses and will link them to the days of the week in French.
- ☐ Objective 4: I will learn all about key Roman inventions in French.
- ☐ Objective 5: I will revisit the negative structure in French and will present to the class as a Roman rich child and/or poor child.

# En classe

i

sound in:

- livre
- calculatrice
- ciseaux



phonics

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.

The nouns and determiners for 12 common classroom objects.



The words for the possessive 'my' in French.

mon

ma

mes

Language to describe what I have/do have not in my pencil case.

Dans ma trousse j'ai un stylo.



In my pencil case I have a pen.

Dans ma trousse je n'ai pas de stylo.



In my pencil case I do not have a pen.

vocabulary

To fully understand the role of gender and plurality in the choice of possessive adjectives in French.

mon stylo

Singular possessive 'my' for masculine nouns.

ma règle

Singular possessive 'my' for feminine nouns.

mes ciseaux



The negative structure 'je n'ai pas de'...

J'ai une gomme.



I have a rubber.

Je n'ai pas de gomme.



I do not have a rubber.

grammar

## What I will learn:

- ☐ Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.
- ☐ Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.
- ☐ Objective 3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)
- ☐ Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.
- ☐ Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

# Quel temps fait-il ?

## phonics

ch

sound in:  
• chaud

ou

sound in:  
• l'ouest  
• auourd'hui

oi

sound in:  
• frooid

silent  
letters

Sometimes, letters at the end of a word in French are silent, like 'vent', 'chaud', 'froid', 'pleut', and 'nord'.

## vocabulary

10 common weather phrases.



Key question:



Quel temps fait-il ?

*What's the weather like?*

Compass points:

le nord

*the north*

le sud

*the south*

l'ouest

*the west*

l'est

*the east*

## grammar

To understand better the use of the verb 'faire' (to do/make) and 'il y a' (there is/are) in set weather phrases:



Il fait chaud.

*It's hot.*



Il y a du soleil.

*It's sunny.*

Both of these phrases translate as "it's..." in English in this context.

## What I will learn:

- ☐ Objective 1: I will learn how to ask what the weather is like and respond in French.
- ☐ Objective 2: I will learn how to recognise and recall the conjunctions 'et' (and) & 'mais' (but).
- ☐ Objective 3: I will learn how to recognise and recall the 4 core compass points in French.
- ☐ Objective 4: I will learn how to recognise and recall numbers 1-31 in French to say the temperature.
- ☐ Objective 5: I will learn how to recognise and recall the 7 days of the week and the time of day in French.
- ☐ Objective 6: I will learn how to present a weather forecast in French.

## Year 5 Substantive Knowledge

Module 1 The date	Module 2 Do you have a pet?	Module 3 My home	Module 4 Olympics	Module 5 Clothes	Module 6 At school
<p>I will learn to recognise and recall the 7 days of the week in French.</p> <p>I will learn to recognise and recall the 12 months of the year in French.</p> <p>I will learn to recognise and recall numbers 1-31 in French.</p> <p>I will learn how to ask and answer the question 'Quelle est la date aujourd'hui?' (What is the date today?) in French.</p> <p>I will learn how to ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?) in French.</p>	<p>I will revise 8 common pet nouns in French with their determiners.</p> <p>I will learn how to say I have a pet in French.</p> <p>I will also learn how to say what my pet is called in French.</p> <p>I will learn how to say what pet I do not have in French.</p> <p>I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.</p>	<p>I will learn how to say where I live using the <u>first person</u> high frequency verb '<u>j'habite</u>' (I live).</p> <p>I will learn 5 nouns and their determiners for rooms of the house.</p> <p>I will learn 5 more nouns and their determiners for rooms of the house.</p> <p>I will learn how to say I do not have a particular room in the house using a key negative structure.</p> <p>I will use all my new knowledge in French to describe where I live.</p>	<p>I will learn to listen attentively to longer passages in French, decoding using cognates</p> <p>I will learn to understand more of what I hear and read using story ordering to help me decode unknown language.</p> <p>I will learn 10 nouns for Olympic sports with their correct articles/determiners.</p> <p>I will learn how to say, 'I do' and 'I do not do' a particular sport using the verb 'faire' (to do) in French.</p> <p>I will learn that nouns can change spelling in French depending on the gender of the person being described.</p>	<p>I will learn 10 nouns for items of clothing and their determiners.</p> <p>I will learn 11 more nouns for items of clothing and their determiners.</p> <p>I will learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.</p> <p>I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.</p> <p>I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.</p>	<p>I will learn the nouns and determiners for 10 subjects in French.</p> <p>I will learn how to create a short phrase in French in a subject using I <u>like</u> and I do not like.</p> <p>I will learn how to answer the question 'Quelle heure est-il?' (What time is it?) on the hour in French.</p> <p>I will learn how to say at what time I study a particular subject in French.</p> <p>I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.</p>



# La date

## phonics

é sound in:  
• février  
• décembre



eux sound in:  
• deux

2

## silent letters

Some letters in French are not pronounced; they are silent. For example, the silent 't' at the end of 'est' and 'juillet'.

## vocabulary

The 7 days of the week in French.

lundi mardi mercredi jeudi  
vendredi samedi dimanche

The 12 months of the year in French.



Numbers 21-31 in French.

21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

Quelle est la date  
aujourd'hui ?

What is the date today?

C'est quand ton  
anniversaire ?

When is your birthday?

## grammar

Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in French.

Aujourd'hui,  
c'est lundi  
huit juillet.

Today is Monday eighth July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in French.

## What I will learn:

- ☐ Objective 1: I will learn to recognise and recall the 7 days of the week in French.
- ☐ Objective 2: I will learn to recognise and recall the 12 months of the year in French.
- ☐ Objective 3: I will learn to recognise and recall numbers 1-31 in French.
- ☐ Objective 4: I will learn how to ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?) in French.
- ☐ Objective 5: I will learn how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French.



## As-tu un animal ?

## phonics

é

sound in:

• Cécile



eau

sound in:

• oiseau



&amp;

## silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'souris' . The 't' is silent in the word 'chat' .

## elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so *je* becomes *j'* as in *j'ai*.

## vocabulary

8 common pets &amp; their determiners.



Key questions:



As-tu un animal ?

Do you have a pet?

A wider range of conjunctions:

mais

but

## grammar

To understand the role of gender in the choice of determiners.

un

Singular determiner  
'a' for masculine nouns

une

Singular determiner  
'a' for feminine nouns

1st person conjugation of high frequency verbs.

j'ai

I have

How to use the negative form in French.

Je n'ai pas de...

I do not have...

## What I will learn:

- ☐ Objective 1: I will revise 8 common pet nouns in French with their determiners.
- ☐ Objective 2: I will learn how to say I have a pet in French.
- ☐ Objective 3: I will also learn how to say what my pet is called in French.
- ☐ Objective 4: I will learn how to say what pet I do not have in French.
- ☐ Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

# Chez moi

## phonics

e

sound in:

• appartement



eau

sound in:

• bureau



&

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'dans' and 'mais'. The 't' is also silent in the conjunction 'et'. Pronounced almost like the English sound 'leh'.

elision

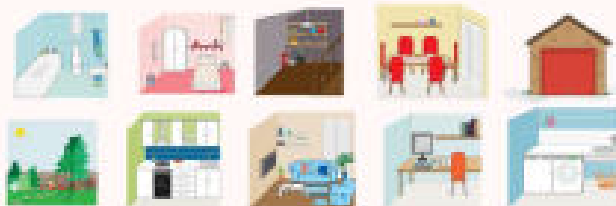
Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes j' as in j'habite as the 'h muet' in habite acts like a vowel.

## vocabulary

The nouns and determiners for house & apartment.



The nouns and determiners for rooms of the house.



Key linguistic structures:

Chez moi,  
il y a...

*In my house there is...*

Chez moi,  
il n'y a pas de...

*In my house there is not...*

## grammar

To fully understand the role of gender in the choice of determiners:

un salon



Singular determiner  
'a' for masculine nouns

une cuisine



Singular determiner  
'a' for feminine nouns

To understand better how to use the negative in French:

Chez moi, il y a  
un salon.



Chez moi, il n'y a  
pas de salon.



1st person conjugation of high frequency verbs.

j'habite

*I live*

## What I will learn:

- ☐ Objective 1: I will learn how to say where I live using the first person high frequency verb 'j'habite' (I live).
- ☐ Objective 2: I will learn 5 nouns and their determiners for rooms of the house.
- ☐ Objective 3: I will learn 5 more nouns and their determiners for rooms of the house.
- ☐ Objective 4: I will learn how to say I do not have a particular room in the house using a key negative structure.
- ☐ Objective 5: I will use all my new knowledge in French to describe where I live.



# Les Jeux olympiques

## phonics

qu

sound in:

• olympiques

ç

sound in:

• français

an

sound in:

• antique

### silent letters

Letters at the end of words are sometimes not pronounced in French, such as the 's' at the end of 'modernes'.

## vocabulary

10 Olympic sports and their articles/determiners.



How to write a phrase describing an athlete by their performance sport.



Il fait de la boxe.

Il est boxeur.

He does boxing. He is a boxer.

## grammar

To understand agreement rules better and that nouns can change spelling depending on the gender of the person they are describing.

Il est boxeur.

He is a boxer.

Elle est boxeuse.

She is a boxer.

Understanding better that the determiner is often dropped when the sport is used with the verb 'faire' (to do a sport).

Je fais de l'escrime.

I do fencing.

## What I will learn:

- ☐ Objective 1: I will learn to listen attentively to longer passages in French, decoding using cognates.
- ☐ Objective 2: I will learn to understand more of what I hear and read using story ordering to help me decode unknown language.
- ☐ Objective 3: I will learn 10 nouns for Olympic sports with their correct articles/determiners.
- ☐ Objective 4: I will learn how to say, 'I do' and 'I do not do' a particular sport using the verb 'faire' (to do) in French.
- ☐ Objective 5: I will learn that nouns can change spelling in French depending on the gender of the person being described.

# Les vêtements

## phonics

é

sound in:

• écharpe



e

sound in:

• chemise



eau

sound in:

• manteau



&

silent  
letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'gants'.



The 'nt' is silent in the 3rd person plural conjugation of the verb 'porter' (to wear). As seen in 'ils/elles portent'.

## vocabulary

21 items of clothing & their determiners.



A new verb:

porter

to wear

je porte

I wear

The words for the possessive 'my' in French:

mon

ma

mes

## grammar

To understand the role of gender in the choice of possessives.

mon pull



Singular possessive  
'my' for masculine nouns

ma jupe



Singular possessive  
'my' for feminine nouns

mes gants



Plural possessive 'my' for feminine and masculine nouns

To understand adjectival agreement. E.g.

Ma jupe verte.



Spelling of the colour (adjective) 'green' changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

je porte

I wear

## What I will learn:

- ☐ Objective 1: I will learn 10 nouns for items of clothing and their determiners.
- ☐ Objective 2: I will learn 11 more nouns for items of clothing and their determiners.
- ☐ Objective 3: I will learn how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.
- ☐ Objective 4: I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.
- ☐ Objective 5: I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.

# À l'école

## phonics

qu

sound in:

- informatique
- musique

ç

sound in:

- français

an

sound in:

- amusant
- intéressant

en

sound in:

- sciences

&

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'aimes' and the 'x' is silent in the word 'ennuyeux'.

## vocabulary

The nouns and determiners for 10 subjects:



The 7 days of the week in French:

Mon Tues Wed Thurs Fri Sat Sun



J'étudie le français à neuf heures.

Language to describe what subjects I like/do not like and why:

J'adore le français parce que c'est amusant.

*I love French because it is fun.*

## grammar

To fully understand the role of gender and plurality in the choice of determiners.

le français



Singular determiner  
'the' for masculine nouns.

la musique



Singular determiner  
'the' for feminine nouns.

les sciences



Plural determiner  
'the' for plural nouns.

The 1st person conjugation of the verb 'étudier' (to study)

J'étudie le français.

*I study French.*

## What I will learn:

- ☐ Objective 1: I will learn the nouns and determiners for 10 subjects in French.
- ☐ Objective 2: I will learn how to create a short phrase in French in a subject using I like and I do not like.
- ☐ Objective 3: I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.
- ☐ Objective 4: I will learn how to say at what time I study a particular subject in French.
- ☐ Objective 5: I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.

## Year 6 Substantive Knowledge

Module 1 Planets	Module 2 At the weekend	Module 3 World War 2	Module 4 Habitats	Module 5 Vikings	Module 6 Me in the world
<p>I will improve my range of vocabulary by learning 10 key elements of the Solar System in French and will be able to label them on a map.</p> <p>I will learn how to apply my increasing knowledge of adjectival agreement to describe the Solar System in French.</p> <p>I will extend my sentences by using conjunctions and intensifiers to create more complex descriptions in French.</p> <p>I will learn how to ask key questions in French to be able to conduct an interview with an astronaut.</p> <p>I will learn how to present myself as an astronaut by answering the questions in French and learn how to describe my qualities/character.</p>	<p>I will learn how to tell the time around the clock in French.</p> <p>I will learn 10 activities in French that I may do at the weekend.</p> <p>I will consolidate my learning and focus on the spellings in French for the 10 activities.</p> <p>I will integrate 'at...' plus a time into my spoken and written work about weekend activities.</p> <p>I will use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>	<p>I will improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.</p> <p>I will learn the French for a selection of countries and languages involved in WWII.</p> <p>I will improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.</p> <p>I will improve my range of vocabulary by learning key words and phrases relating to the countryside and the city.</p> <p>I will use all my new knowledge to compare life in the city and countryside during WWII.</p>	<p>I will learn the essential things that plants and animals need to survive in French.</p> <p>I will learn about 5 key habitats around the world in French.</p> <p>I will learn to use the verb 'pousser' (to grow) to express which plants grow in these habitats.</p> <p>I will learn to use the verb 'habiter' (to live) to express which animals live in these habitats.</p> <p>I will use all my new knowledge to prepare a presentation for the class</p>	<p>I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.</p> <p>I will learn how to describe myself and others physically in terms of height using the verb 'être' (to be).</p> <p>I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have).</p> <p>I will learn how to describe myself by eye colour using the verb 'avoir' (to have).</p> <p>I will learn how to describe a Viking's typical daily routine using time phrases.</p>	<p>I will learn more about the 4 characters in the unit and the Francophone world.</p> <p>I will learn more about the different celebrations celebrated in the Francophone world.</p> <p>I will learn more about 2 different religious celebrations celebrated in the Francophone world.</p> <p>I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.</p> <p>I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.</p>



# Les planètes

## phonics

**an** sound in:  
• grand(e)

**qu** sound in:  
• quel  
• pourquoi

&

**silent  
letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'planètes'. The 't' is silent in 'et' – it is pronounced almost like the English sound 'eh'.

**guttural  
'r'**

The 'r' sound in French is guttural from the back of the throat like in the words 'Uranus', 'Terre', 'Mercure', 'Saturne', 'Jupiter', 'Mars' and 'rouge'.

## vocabulary

As this is a unit that explores writing longer and more complex language, there is a wider range of vocabulary than in other units.

Not all will be learnt from memory but there will be an opportunity to learn 10 key elements from the Solar System from memory in French along with a wider range of adjectives and question words.



## grammar

To use a range of adjectives, conjunctions and intensifiers to describe the Solar System, and make sentences longer, more complex and interesting.

**La planète Jupiter est assez froide, très grande et lumineuse.**

*The planet Jupiter is quite cold, very big and bright.*

Apply adjectival agreement rules:

**petit(e)** **rouge** **gazeux/gazeuse**

Add an 'e' to make the adjective agree with feminine nouns.

If the adjective ends in an 'e' it doesn't change.

If the adjective ends in 'eux', remove the 'x' and add 'se'.

Use a wider range of adjectives to describe character

**patient(e)** **calme** **curieux/curieuse**

*patient*

*calm*

*curious*

## What I will learn:

- ☐ Objective 1: I will improve my range of vocabulary by learning 10 key elements of the Solar System in French and will be able to label them on a map.
- ☐ Objective 2: I will learn how to apply my increasing knowledge of adjectival agreement to describe the Solar System in French.
- ☐ Objective 3: I will extend my sentences by using conjunctions and intensifiers to create more complex descriptions in French.
- ☐ Objective 4: I will learn how to ask key questions in French to be able to conduct an interview with an astronaut.
- ☐ Objective 5: I will learn how to present myself as an astronaut by answering the questions in French and learn how to describe my qualities/character.

# Le week-end

## phonics

qu

sound in:

- informatique
- musique

an

sound in:

- bandes dessinées

en

sound in:

- Je prends mon déjeuner

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatiguant' and 'barbant'.

liaison

The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.

## vocabulary

Telling the time around the clock in French:



Il est deux heures moins vingt.

10 activities we may do at the weekend:



Extended phrases including an activity, a time and an opinion.

Le week-end je regarde la télé à dix heures et quart. C'est génial !

*At the weekend I watch TV at 10.15. It's great!*

## grammar

To make sentences longer, more complex and interesting with opinions.

Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial !

*At the weekend I watch TV at 10.15 and at 11.30 I go to the swimming pool. It's great!*

To use a wider range of conjunctions:

après

*after*

aussi

*also*

plus tard

*later*

The 1st person conjugation of a wider range of verbs.

j'écoute

*I listen*

je lis

*I read*

je regarde

*I watch*

## What I will learn:

- ☐ Objective 1: I will learn how to tell the time around the clock in French.
- ☐ Objective 2: I will learn 10 activities in French that I may do at the weekend.
- ☐ Objective 3: I will consolidate my learning and focus on the spellings in French for the 10 activities.
- ☐ Objective 4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities.
- ☐ Objective 5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.

# La Seconde Guerre mondiale

## phonics

qu sound in:  
• tchécoslovaque

ç sound in:  
• français

gne sound in:  
• Allemagne  
• Pologne

an sound in:  
• Angleterre

en sound in:  
• parents

&

silent  
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'anglais' and français.

## vocabulary

As this is a unit that explores language learning strategies, there is a wider range of vocabulary than in other units. Not all will be learnt from memory but there will be the opportunity to also revisit core vocabulary and key conjunctions.

mais

but

parce que

because

aussi

also

en plus

in addition

## grammar

To use conjunctions to make sentences longer, more complex and interesting:

En ville j'ai vu des bombes  
mais à la campagne j'ai vu  
des fleurs et des arbres.

*In the city I saw bombs but in the countryside I saw flowers and trees.*

Using a wider range of adjectives:

calme

calm

enfumé

smokey

dangereux

dangerous

## What I will learn:

- ☐ Objective 1: I will improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.
- ☐ Objective 2: I will learn the French for a selection of countries and languages involved in WWII.
- ☐ Objective 3: I will improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.
- ☐ Objective 4: I will improve my range of vocabulary by learning key words and phrases relating to the countryside and the city.
- ☐ Objective 5: I will use all my new knowledge to compare life in the city and countryside during WWII.

# Les habitats

## phonics

sound in:

qu

• arctique

• queue



sound in:

ç

• balançant



sound in:

en

• endroit

## silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'habitats' and 'bras'. The 't' is silent in the words 'et' (almost like the English sound 'eh'). The 'nt' is silent in the 3<sup>rd</sup> person plural conjugations of the verbs 'habiter' and 'pousser' (habitent and poussent)

## vocabulary

5 different types of habitats.



5 different types of plants.



5 different types of animals.



Animal and plant adaptations

Le requin a des yeux pour amplifier la lumière au fond de l'océan où il fait noir.



## grammar

To begin to explore how verbs can be spelt differently depending on who is doing the action.

pousser



Les algues poussent dans l'océan.

to grow

Seaweed grows in the ocean.

habiter



L'ours blanc habite dans l'Arctique.

to live

The white polar bear lives in the Arctic.

## What I will learn:

- ☐ Objective 1: I will learn the essential things that plants and animals need to survive in French.
- ☐ Objective 2: I will learn about 5 key habitats around the world in French.
- ☐ Objective 3: I will learn to use the verb 'pousser' (to grow) to express which plants grow in these habitats.
- ☐ Objective 4: I will learn to use the verb 'habiter' (to live) to express which animals live in these habitats.
- ☐ Objective 5: I will use all my new knowledge to prepare a presentation for the class.

# Les Vikings

## phonics

ç

sound in:

• garçon



en

sound in:

• intelligent  
• violent

an

sound in:

• grand  
• terrifiant

&

silent  
letters

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'petit'. The 'd' is silent in 'grand'.

## vocabulary

The vocabulary to describe height and character.



The vocabulary to describe hair type, colour and length.



The vocabulary to describe eye colour.



The vocabulary to describe a Viking's daily routine.



## grammar

To use a range of adjectives to make sentences longer, more complex and interesting. Understanding agreement.

Je suis  
grand.

I am tall.



Je suis  
grande.

I am tall.



Je suis  
petit.

I am short/small.



Je suis  
petite.

I am short/small.



Consolidate knowledge of the 2 high frequency irregular verbs 'être' (to be) and 'avoir' (to have) in first person but also the whole verb conjugation.

je suis

I am

j'ai

I have

## What I will learn:

- ☐ Objective 1: I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.
- ☐ Objective 2: I will learn how to describe myself and others physically in terms of height using the verb 'être' (to be).
- ☐ Objective 3: I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have).
- ☐ Objective 4: I will learn how to describe myself by eye colour using the verb 'avoir' (to have).
- ☐ Objective 5: I will learn how to describe a Viking's typical daily routine using time phrases.

# Moi dans le monde

## phonics

qu

sound in:

• plastique



ç

sound in:

• français



an

sound in:

• franc

en

sound in:

• environnement

&

**silent  
letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'Paris'.

The 'nt' is silent in the 3<sup>rd</sup> person plural conjugation (trouvent) of the verb 'trouver' to find.

## vocabulary

The vocabulary required for personal details:



Je m'appelle Jasmina.  
J'ai treize ans.  
J'habite à Dakar au  
Sénégal. Je parle le  
français et le wolof.

*I am called Jasmina. I am 13 years old. I live in Dakar in Senegal. I speak French and Wolof.*

More challenging and authentic language connected to celebrations, religions and the protection of our planet to widen the range of language.

## grammar

To accurately use the 1st person conjugation of high frequency verbs.

je m'appelle

*I am called from the verb 's'appeler' (to be called)*

j'ai

*I have from the verb 'avoir' (to have)*

j'habite

*I live from the verb 'habiter' (to live)*

je parle

*I speak from the verb 'parler' (to speak)*

je vais

*I go from the verb 'aller' (to go)*

## What I will learn:

- ☐ Objective 1: I will learn more about the 4 characters in the unit and the Francophone world.
- ☐ Objective 2: I will learn more about the different celebrations celebrated in the Francophone world.
- ☐ Objective 3: I will learn more about 2 different religious celebrations celebrated in the Francophone world.
- ☐ Objective 4: I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.
- ☐ Objective 5: I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.

## Coverage of Tasks—Year 3

	Term 1 I am learning French	Term 2 Animals	Term 3 Instruments	Term 4 <u>I am able to</u>	Term 5 Fruits	Term 6 Vegetables
Lesson 1	Activity worksheet	Reading challenge	Writing	Slide 21	Label Task	Gap Fill
Lesson 2	Reading Task	Slide 18	Reading	Reading	Article Task	Gap Fill
Lesson 3	Extended Writing Task	Crossword	Reading	Writing	Crossword	Wordsearch
Lesson 4	Reading Task	Writing	Article sort	Slide 41	Listening Grid	Listening grid
Lesson 5	Writing Task	Writing	Slide 35	Slides 45 +46	Reading	Reading
Lesson 6	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit



**ST JOHN'S**  
A PRIORY ACADEMY

## Coverage of Tasks—Year 4

	Term 1 Ice cream	Term 2 Presenting myself	Term 3 My Family	Term 4 Romans	Term 5 In the Classroom	Term 6 What is the weather?
Lesson 1	Reading	Reading	Writing	Reading	Writing	Reading
Lesson 2	Writing 1	Slide 33	Slide 41	Slide 19	Reading	Extended Writing
Lesson 3	Listening Task	Writing	Slide 57	Writing	Slide 19	Reading
Lesson 4	Writing	Reading	Writing	Crossword	Writing	Slide 34
Lesson 5	Writing	Extended writing task	Reading	Reading	Slide 40	Presentation writing task
Lesson 6	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit



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## Coverage of Tasks—Year 5

	Term 1 The date	Term 2 Do you have a pet?	Term 3 My home	Term 4 Olympics	Term 5 Clothes	Term 6 At school
Lesson 1	Slide 29	Writing	Writing	Slide 19	Slide 29	Writing
Lesson 2	Slide 46	Reading	Role Play	Story reordering	Gap fill	Slide 34
Lesson 3	Slide 51	Slide 25	Writing	Reading	Word puzzle	Writing
Lesson 4	Slide 25	Writing	Extended listening	Slide 5	Speaking	Writing
Lesson 5	Extended writing	Presentation scaffold	Reading	Slide 22	Listening	Oral scaffold
Lesson 6	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit



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## Coverage of Tasks—Year 6

	Term 1 Planets	Term 2 At the weekend	Term 3 World War 2	Term 4 Habitats	Term 5 Vikings	Term 6 Me in my world
Lesson 1	Reading challenge	Writing	Word ordering sheet	Listening	Slide 15	Email writing
Lesson 2	Slide 44	Snap cards	Reading	Reading exercise B	Writing	Slide 17
Lesson 3	Slide 36	Slide 16	True or false	Writing	Writing	Passover reading
Lesson 4	Reading	Reading	Listen 26	Gap Fill	Reading	Writing
Lesson 5	Oral scaffold	Writing	Slide 19	Oral scaffold	Reading	Oral scaffold
Lesson 6	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit	End of Unit



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# Developing Schema Knowledge



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