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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 1 | SCOPE: Notre ecole | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To describe a school in French  To understand a timetable and give information about it in French | To name places at school and describe what takes place there | To understand and use voici, voilà, ici and là | To understand and give the time using minutes past and to the hour | To understand descriptions of people and describe others | To define an infinitive and understand their role in grammar  To conjugate some -er verbs in the present tense | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases | I can show understanding of words and phrases  I can read carefully and show understanding of words, phrases and simple writing | I can speak in sentences in French  I can read carefully | I can read carefully and show understanding of words, phrases and simple writing | I can engage in conversation and show understanding of words, phrases and simple writing | I can explore patterns and sounds of the language  I can develop accurate pronunciation and intonation |
| See previous year groups vocabulary box in this document. | **Vocabulary:** la salle de classe the classroom l’entrée principale (f.) the main entrance la cour the playground le terrain de sport the sports field Je cherche ... I’m looking for ... Je cours. I run/I’m running. Je travaille. I work/I’m working. ici here là there Voici here it is Voilà there it is il est deux heures et quart it’s quarter past two il est deux heures moins it’s quarter to two le quart il est deux heures cinq/ it’s five/ten/twenty/ dix/vingt/vingt-cinq twenty-five past two il est deux heures moins it’s five/ten/twenty/ cinq/dix/vingt/vingt-cinq twenty-five to two le déjeuner lunch(time) le professeur the teacher (general term) le maître, la maîtresse primary school teacher Il/Elle a ... He/She has ... la grande salle the hall la bibliothèque the library la cuisine the kitchen le bureau the office le parking the car park la salle des profs the staffroom la maternelle the infant school | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Aut 2 | SCOPE: Notre monde | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To compare the French and English words for countries and continents | To understand and talk about where animals can be found | To discuss the geography and weather of countries and continents | To compare two places using positive and negative sentences | To recognise the nasal ‘an’ sound in words and sentences  To write a postcard, saying something about the wildlife, geography and climate | To use the French verbs être and aller in several persons tense | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can read carefully and show understanding of words, phrases and simple writing  I can express opinions and respond to others | I can engage in conversation and show understanding of words, phrases and simple writing  I can develop accurate pronunciation and intonation | I can explore patterns and sounds of the language  I can develop accurate pronunciation and intonation |
| See previous year groups vocabulary box in this document. | **Vocabulary:** l’Europe (f.) Europe l’Afrique (f.) Africa Où est ... ? Where is ...? des ... some ... (indefinite plural) le matin the morning l’après-midi (m. or f.) the afternoon l’Espagne (f.), le Portugal Spain, Portugal le Sénégal, le Maroc Senegal, Morocco le Mali, la Côte d’Ivoire Mali, Ivory Coast la Guinée, la Tunisie Guinea, Tunisia l’Amérique du Nord (f.) North America le Canada Canada l’Amérique du Sud (f.) South America le Brésil Brazil l’Asie (f.) Asia l’Inde (f.) India l’Australasie (f.) Australasia l’Australie (f.) Australia | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 1 | SCOPE: Le passe et le present | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To recall vocabulary from previous units: clothes, places in the town and directions | To understand and give directions, and explain where something is | To understand information about towns in the past and present tense To compare the past and the present of a town | To give an opinion (about clothes and shopping) | To describe one’s clothes including colour | To use the French verb porter to talk about others’ clothing | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can read carefully and show understanding of words, phrases and simple writing  I can present ideas and information orally  I can express opinions and respond to others | I can engage in conversation and show understanding of words, phrases and simple writing  I can present ideas and information orally | I can explore patterns and sounds of the language  I can develop accurate pronunciation and intonation  I can present ideas and information orally |
| See previous year groups vocabulary box in this document. | **Vocabulary:** un supermarché a supermarket une boulangerie a baker’s (shop) une boucherie a butcher’s (shop) une épicerie a grocer’s (shop) une pâtisserie a cake shop Il y avait ... There was/were ... maintenant now Qu’est-ce que c’est ? What is it? Il/Elle porte ... He/She is wearing ... Il/Elle s’appelle ... His/Her name is ... un pull a jumper/pullover un pantalon a pair of trousers un short a pair of shorts une chemise a shirt une jupe a skirt une culotte a pair of pants | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Spr 2 | SCOPE: Ici et la | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To understand opinions about free time activities  To ask and answer questions about activities | To give an opinion about activities with reasons | To arrange activities and buy tickets for groups of people | To understand and use larger numbers (to 100) | To identify and pronounce letter strings that sound the same but are written differently | To listen to a text being read and write it with accuracy | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French  I can express opinions and respond to others | I can engage in conversation and show understanding of words, phrases and simple writing  I can present ideas and information orally | I can listen attentively  I can read carefully and show understanding of words, phrases and simple writing  I can present ideas and information orally | I can explore patterns and sounds of the language  I can develop accurate pronunciation and intonation  I can explore patterns and sounds of the language | I can present ideas and information orally |
| See previous year groups vocabulary box in this document. | **Vocabulary:** soixante-et-onze, soixante-douze, 71–79 soixante-treize, etc., soixante-dix-neuf quatre-vingt-un, quatre-vingt-deux, 81–89 quatre-vingt-trois, etc., quatre-vingt-neuf quatre-vingt-onze, quatre-vingt-douze, 91–99 quatre-vingt-treize, etc., quatre-vingt-dix-neuf un homme a man une femme a woman Qu’est-ce que tu aimes/ What do you like/hate? détestes ? Tu veux jouer au rugby/ Do you want to play rugby/ netball/ping-pong ? netball/table tennis? Oui, je veux jouer. Yes, I want to play. Non, je ne veux pas jouer. No, I don’t want to play. le grand huit the rollercoaster le carrousel the merry-go-round le train fantôme the ghost train la grande roue the big wheel | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 1 | SCOPE: Monter un cafe | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To recall the names of a variety of foods and write them from memory | To request food and drink, specifying size and flavours  To understand others’ requests for food and drink | To role-play being in a café  To ask for and give prices | To identify sound strings that rhyme but are spelt differently | To make statements negative | To choose an appropriate register for ordering food and drink  To recycle language independently | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can engage in conversation and show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can engage in conversation and show understanding of words, phrases and simple writing  I can present ideas and information orally | I can explore patterns and sounds of the language  I can develop accurate pronunciation and intonation  I can explore patterns and sounds of the language | I can listen attentively  I can read carefully and show understanding of words, phrases and simple writing  I can present ideas and information orally  I can develop accurate pronunciation and intonation | I can engage in conversation and show understanding of words, phrases  I can present ideas and information orally |
| See previous year groups vocabulary box in this document. | **Vocabulary:** une limonade a lemonade une eau minérale a mineral water un jus d’orange an orange juice un verre de coca a glass of cola un chocolat chaud a hot chocolate un café a (black) coffee un café au lait a coffee with milk une tasse de thé a cup of tea un paquet de chips a packet of crisps une portion de frites a portion of chips une glace au chocolat a chocolate ice cream une glace à la fraise/ a strawberry/vanilla à la vanille ice cream Vous désirez ? What would you like? C’est combien ? How much is it? Bon appétit ! Enjoy your meal/ food! | | | | | | |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5/6 | Half term: Sum 2 | SCOPE: Quoi de neuf | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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 ♣ 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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| - 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  - broaden their vocabulary and develop their ability to understand new words that are introduced | To understand announcements about TV programmes | To understand and give times using the 24-hour clock | To understand, give and discuss opinions about programmes and articles | To understand and give reasons for opinions | To work with others to script and take part in a mock TV programme | To celebrate French learning with classmates | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt |
| I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can listen attentively  I can show understanding of words and phrases  I can read carefully  I can speak in sentences in French | I can engage in conversation and show understanding of words, phrases and simple writing  I can present ideas and information orally  I can express opinions and respond to others | I can engage in conversation and show understanding of words, phrases and simple writing  I can present ideas and information orally  I can express opinions and respond to others | I can listen attentively  I can read carefully and show understanding of words, phrases and simple writing  I can present ideas and information orally  I can develop accurate pronunciation and intonation | I can engage in conversation |
| See previous year groups vocabulary box in this document. | **Vocabulary:** la météo the weather forecast la mode fashion (fashion pages of a magazine) la cuisine cookery (cookery pages of a magazine) C’est beau. It’s beautiful. C’est intéressant. It’s interesting. C’est ennuyeux. It’s boring. C’est dégueulasse. It’s disgusting. C’est trop long. It’s too long. car as, since, because à mon/son avis in my/his/her opinion l’actualité (f.) the news (current affairs section of a magazine) la page télé the TV page | | | | | | |