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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Aut 1.  | SCOPE: Bon appétit, bonne santé | 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 listen and respond to opinions about food  | To talk about whether food is healthy or not | To order food and drink, including specifying filling/flavour | To identify the different sounds represented by the grapheme ‘a’ in French | To use a variety of conjunctions  | To compare French and English school lunchtimes | 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 attentivelyI can show understanding and provide the relevant response in FrenchI can explore patterns and sounds of the languageI can express opinion and respond to others  | I can engage in conversation in FrenchI can develop accurate pronunciation and intonation | I can engage in conversation in FrenchI can respond to othersI can develop accurate pronunciation and intonation | I can listen attentivelyI can show understanding and provide the relevant response in FrenchI can explore patterns and sounds of the language | I can show understanding of words and phrases  | I can describe people, places, things and actionsI can compare similarities and differencesI can express opinion and respond to others |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f. pl.) mauvaises. un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l’eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza |
| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Aut 2. | SCOPE: Je suis le musicien | 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 listen and respond to opinions about music and musical instruments | To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular | To identify masculine and feminine nouns and select the appropriate pronoun | To give positive and negative opinions, with reasons | To give positive and negative opinions, with reasons  To write a short text about music | To explore the difference between the ‘u’ and ‘ou’ sounds in French  To recognise when to use tu and vous | 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 attentivelyI can show understanding and provide the relevant response in FrenchI can explore patterns and sounds of the language | I can engage in conversation in FrenchI can respond to othersI can develop accurate pronunciation and intonation | I can broaden my vocabularyI can tell you what masculine and feminine is in French | I can engage in conversation in FrenchI can respond to othersI can develop accurate pronunciation and intonationI can express opinions and respond to others | I can engage in conversation in FrenchI can speak in sentences in FrenchI can develop accurate pronunciation and intonationI can express opinions and respond to others | I can listen attentivelyI can show understandingI can read and write showing understanding of words |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Tu joues ... ? Do you play ...? Je joue du saxophone/ I play the saxophone/ piano/violon. piano/violin. Je joue de la guitare/ I play the guitar/ clarinette/batterie. clarinet/drums. Je ne joue pas de/d’ I don’t play Il/Elle joue He/She plays C’est génial ! It’s brilliant! C’est nul ! It’s rubbish! le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone the saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet la batterie the drums |
| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spr. 1  | SCOPE: En route pour l’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 listen to and follow simple and longer directions in French | To recite and use the French alphabet To begin to understand liaison in French | To communicate the need for help  | To understand and tell the time (‘o’clock’ and ‘half past’) | To understand, give and sequence instructions | To pronounce the ‘r’ sound correctly in French | 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 attentivelyI can show understanding and provide the relevant response in French | I can develop accurate pronunciation and intonation | I can engage in conversation in FrenchI can respond to othersI can develop accurate pronunciation and intonation | I can listen attentivelyI can show understanding I can read and show understanding of words | I can show understanding of words and phrases  | I can explore patterns and sounds of the language |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Quand je vais à l’école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais … I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, it’s half past one, deux heures et demie, etc. half past two, etc. Je vais à l’école à huit I go to school at heures et demie. half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don’t understand. Répétez, s’il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spr 2.  | SCOPE: Scene de plage | 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 listen and respond to questions about a picture  To identify an image by listening to a description | To read and show understanding of a description by drawing a picture | To describe a scene using a variety of verbs in third person singular and plural | To use adjectives to describe nouns, using appropriate agreements and position | To distinguish between ‘j’ and ‘g’ sounds in French | To describe a beach scene by imitating a text | 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 attentivelyI can show understanding and provide the relevant response in FrenchI can explore patterns and sounds of the languageI can respond to others | I can show understanding of words and phrases | I can speak in sentences in FrenchI can develop accurate pronunciation and intonation | I can listen attentivelyI can show understanding and provide the relevant response in FrenchI can read carefully and show understanding | I can explore patterns and sounds of the language | I can listen attentivelyI can show understanding and provide the relevant response in FrenchI can describe people, places, things and actionsI can compare similarities and differences |
| See previous year groups vocabulary box in this document. | **Vocabulary:** (Le chien) regarde (le chat). (The dog) is watching/ looking at (the cat). (Le bateau) glisse sur (The boat) is gliding la mer. over the sea. (La petite fille) dort. (The little girl) is sleeping. (La dame) brosse (The lady) is brushing (les cheveux de la (the little girl’s hair). petite fille). Les gens marchent, The people are walking, parlent et jouent. talking and playing. C’est ... It is .../It’s ... Ce n’est pas ... It isn’t ... le sable the sand le ciel the sky la plage the beach une falaise a cliff une grotte a cave |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Sum 1.  | SCOPE: Le Retour du Printemps | 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 listen and respond to the poem/song Le Retour du Printemps | To listen and identify the month of someone’s birthday. | To ask and answer questions about the weather, the seasons and the months | To read aloud a text and show understanding with actions To rewrite a poem using a scaffold | To write about the myth of Persephone and the four seasons | To identify the sound ‘i’ in a variety of letter strings To use adjectives in descriptions | 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 attentivelyI can appreciate a poem and song in FrenchI can express opinions and respond to others | I can show understanding of words and phrasesI can engage in conversation in FrenchI can ask questions and provide answers in French | I can speak in sentences in FrenchI can develop accurate pronunciation and intonationI can ask questions and provide answers in FrenchI can express opinions and respond to others | I can read carefully and show understanding of words, phrases and simple writing | I can listen attentivelyI can show understanding and provide the relevant response in FrenchI can select appropriate vocabulary which makes sense | I can explore patterns and sounds of the language |
| See previous year groups vocabulary box in this document. | **Vocabulary:** au printemps in the spring en été/automne/ in the summer/autumn/ hiver winter clair bright, light sombre dark heureux happy triste sad Viens/Reste (avec moi). Come/Stay (with me). (informal singular) Les couleurs sont ... The colours are ... la fille the girl trop too très very |

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| **Pendeen Modern Foreign Language (FRENCH) SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Sum 2.  | SCOPE: Les Planetes | 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 listen and respond to information in French about the solar system To ask and answer questions about the planets in French | To describe the planets in French using prepositions and adjectives |  To read descriptions and identify correct and incorrect statements | To be aware of sentence structure and parts of speech in French | To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text | To identify the ‘u’ sound in a variety of words | 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 attentivelyI can show understanding of words and phrasesI can engage in conversation in FrenchI can ask questions and provide answers in French | I can show understanding of words and phrasesI can read carefully and show understanding of words, phrases and simple writing | I can speak in sentences in FrenchI 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 languageI can develop accurate pronunciation and intonation |
| See previous year groups vocabulary box in this document. | **Vocabulary:** la Terre the Earth la Lune the Moon près de near loin de far près du Soleil near the Sun loin du Soleil far from the Sun un nom (propre) a (proper) noun un adjectif an adjective parce que because elle it (f.) assez quite, fairly très very le Soleil the Sun Mercure Mercury Vénus Venus Mars Mars Jupiter Jupiter |