



Ettington Primary School Progression Document

French (MFL)



INTENT

Modern Foreign Languages are taught at Ettington CE School in Key Stage 2 with French being the focus language. The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Culture is a valuable part of Languages and we incorporate learning about how Christmas & Easter are celebrated in other countries, as well as learning about the culture in diverse French-speaking countries. All countries are chosen based on cross-curricular learning within specific year groups. The aims of teaching Languages (one hour per week) in our school are to:

- develop communication and literacy skills that lay the foundation for future language learning
- develop linguistic competence by extending their knowledge of how language works
- help the children develop their awareness and appreciation of a global multilingual and multicultural dimension
- enable children to foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun
- stimulate and encourage children’s curiosity about language
- encourage children to be aware that language has structure and that the structure can differ from one language to another
- explore differences and similarities between French, English and other languages
- develop their speaking, listening and oracy skills
- lay the foundations for future study
- extend language teaching beyond mother-tongue learning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 			

		<ul style="list-style-type: none"> ▪ 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 <p>· a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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Understand that some stories are set in the past and some in the present

	Autumn Term	Spring Term	Summer Term
Year 3	All about me Food and drink	Home Animals	My town My body World around me Re-cap
Year 4	All about me Food and drink	Home Animals	My town Holidays World around me
Year 5	All about me Food and drink	Home Animals	Numerics Holiday and travels
Year 6	All about me Food and drink	Home Animals	Solar systems Professions and the future

Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary																		
	<p>To introduce ourselves in French</p> <p>To listen to particular sounds in songs and rhymes in French</p> <p>To use phonics knowledge to pronounce numbers 1-10</p> <p>To learn a minimum of 5 colours in French</p> <p>To learn five family members in French</p> <p>To use single words and phrases in French</p> <p>To complete a series of activities to re-cap what they have learnt in this unit</p> <p>To explore the story 'The very hungry caterpillar' in French</p> <p>To be able to say 5 food items in French from memory</p> <p>To describe food items using colours</p> <p>To express our opinions and preferences about food in French</p> <p>To understand mealtimes in French</p> <p>To learn about Christmas food and drinks in France</p> <p>To recap and assess what we have learnt during this unit</p>	<p>Listen attentively and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation*</p> <p>Engage in conversation. Understand key features of a question.</p> <p>Explore patterns and sounds.</p> <p>Use knowledge within own language to work out meanings of words.</p> <p>Appreciate that some words/sentences/questions do not have the same literal meaning as in English</p> <p>Participate in & appreciate songs.</p> <p>Read carefully and show understanding.</p>	<table border="1"> <thead> <tr> <th data-bbox="1592 418 1738 448">Word</th> <th data-bbox="1738 418 1989 448">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="1592 448 1738 507">Où habites-tu?</td> <td data-bbox="1738 448 1989 507">'Where live you?' Where do you live?</td> </tr> <tr> <td data-bbox="1592 507 1738 537">Les nombres</td> <td data-bbox="1738 507 1989 537">The numbers</td> </tr> <tr> <td data-bbox="1592 537 1738 596">Les jours de la semaine</td> <td data-bbox="1738 537 1989 596">The days of the week</td> </tr> <tr> <td data-bbox="1592 596 1738 679">C'est quel jour aujourd'hui?</td> <td data-bbox="1738 596 1989 679">'It is what day today?' What day is it?</td> </tr> <tr> <td data-bbox="1592 679 1738 738">Les mois de l'année</td> <td data-bbox="1738 679 1989 738">The months of the year</td> </tr> <tr> <td data-bbox="1592 738 1738 821">Quelle est la date aujourd'hui?</td> <td data-bbox="1738 738 1989 821">'What is the date today?'</td> </tr> <tr> <td data-bbox="1592 821 1738 911">Il y a combien de...?</td> <td data-bbox="1738 821 1989 911">'There is/are how many of ...?'</td> </tr> <tr> <td data-bbox="1592 911 1738 970">Joyeuses Pâques</td> <td data-bbox="1738 911 1989 970">Happy (joyful/merry) Easter</td> </tr> </tbody> </table>	Word	Definition	Où habites-tu?	'Where live you?' Where do you live?	Les nombres	The numbers	Les jours de la semaine	The days of the week	C'est quel jour aujourd'hui?	'It is what day today?' What day is it?	Les mois de l'année	The months of the year	Quelle est la date aujourd'hui?	'What is the date today?'	Il y a combien de...?	'There is/are how many of ...?'	Joyeuses Pâques	Happy (joyful/merry) Easter
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Key Unit Spring– Year 3	Knowledge	Skills	Vocabulary
	<p>To explore the names of rooms in the house in French</p> <p>To label our homes in French</p> <p>To explore the story of the 'three little pigs' in French</p> <p>To learn how to give your opinion on School Subjects in French</p> <p>To practice 'I like' and 'I don't like' in French</p> <p>To be able to give our opinions on our hobbies</p> <p>To recap and assess what we have learnt during this unit</p> <p>To recap phonics of vowel sounds and use new animal vocabulary to describe preferences</p> <p>To learn nouns for pets and adjectives to describe them in French</p> <p>To understand and to read phrases containing animal vocabulary in French</p> <p>To construct short French phrases using familiar words</p> <p>To order familiar words to create sentences in French</p> <p>To write a short phrase and hold a short conversation about animals in French</p> <p>To recap and assess what we have learnt during this unit</p>	<p>Listen attentively and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation</p> <p>Engage in conversation. Understand key features of a question.</p> <p>Explore patterns and sounds.</p> <p>Use knowledge within own language to work out meanings of words.</p> <p>Appreciate that some words/sentences/questions do not have the same literal meaning as in English Participate in 'circle game - numbers' Participate in & appreciate songs.</p> <p>Read carefully and show understanding. Produce the written form of certain sounds and words.</p> <p>Understand the difference between formal and informal. Appreciate, and show appreciation for, different cultures.</p>	<p>Animals</p> <p>Le chat</p> <p>Le chien</p> <p>Le hamster</p> <p>Le poisson</p> <p>La grenouille</p> <p>Le lapin</p>

Key Unit Summer – Year 3	Knowledge	Skills	Vocabulary
	<p>To blend sounds to produce words</p> <p>To understand letter strings and use a bilingual dictionary to find meanings</p> <p>To write and say a sentence with single familiar words</p> <p>To compose a question using familiar phrase and a noun</p> <p>To understand the first person singular of an irregular verb when presenting in a sentence</p> <p>To understand and construct short sentences containing new vocabulary</p> <p>To recap and assess what we have learnt during this unit</p> <p>To explore different countries in French</p> <p>To show understanding of simple phrases about holidays in French To use "aller" to talk about our holidays in French</p> <p>To ask and answer questions about what we like and don't like in French</p> <p>To learn our body parts in French To create a holiday journal in French</p> <p>To recap and assess what we have learnt during this unit</p>	<p>Listen attentively and show understanding by joining in and responding. Develop accurate pronunciation. Engage in conversation, increasing length of sentences and conversation. Read carefully and show understanding.</p> <p>Understanding basic grammar, increasing knowledge to incorporate using correct adjectives to match gender of noun.</p> <p>Participate in & appreciate songs.</p> <p>Take part in playing games.</p>	<p>The body</p> <p>La tete</p> <p>Le nez</p> <p>La bouche</p> <p>La gorge</p> <p>Le main</p> <p>Le bras</p> <p>Le ventre</p> <p>Le genou</p> <p>Le pied</p> <p>Les cheveux</p> <p>Les yeux</p> <p>Le cou</p> <p>Les epaules</p> <p>La jambe</p>
<p>A language learner at the end of Year 3 will know:</p> <p>Some basic french phrases, including numbers and greetings (written & verbal) Simple classroom commands. Translations into English are not</p>		<p>A language learner at the end of Year 3 will be able to:</p>	

<p>usually 'straightforward'. The gender of the noun determines spelling/use of adjectives, adverbs and determiners/articles.</p>	<p>Listening & responding: understand speech spoken clearly, either face-to-face, through the interactive whiteboard or recordings. May need a lot of help through repetition and/or gestures.</p> <p>Speaking: respond to simple questions using single words and simple, set phrases. Pronunciation may be approximate. May need considerable support from a spoken model and visual clues.</p> <p>Reading & responding: recognise and read a few familiar words and phrases presented in a familiar context. They may need visual clues. Make links with own knowledge of English to determine French vocabulary & its meaning.</p> <p>Writing: write or copy simple words and symbols correctly. They label items and select appropriate words to complete short phrases or sentences.</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect - working together & showing respect for each other</p> <p>Tolerance - learning about other cultures and diversity</p> <p>Rule of Law - understanding rules and why they are important</p>

Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
<p>Year 3 revision</p>	<p>To introduce ourselves confidently in French and introduce other people</p> <p>To listen and respond to short simple questions in French</p> <p>To construct a basic sentence describing themselves with the use of a language scaffold</p> <p>To listen and show understanding of short phrases through physical response</p>	<p>To show understanding of short phrases presented in a familiar context by matching sound to words on the screen/ppt and by reading aloud. Engage in conversation, increasing length of sentences and conversation.</p> <p>To listen carefully and pronounce unfamiliar words with increasing accuracy</p>	<p>hello, my name is</p> <p>Bonjour, je m'appelle</p> <p>I am 8 years old</p> <p>J'ai 8 ans</p>

To describe our clothing using numbers and colours
 To learn 5 items of clothing and use numbers with clothes
 To complete a series of activities to re-cap what they have learnt in this unit
 To be able to name 4 fruits in French
 To be able to name 4 vegetables in French
 To express our opinions and preferences about food in French
 To give a description about food in French
 To describe meal times using previous knowledge about daily routine
 To learn about Christmas food and drinks in France
 To recap and assess what we have learnt during this unit

Dictionnaire des Légumes



English	French
Hi	Salut
Goodbye	Au revoir
Hello	Bonjour
Good morning	Bonjour
Good evening	Bonsoir
Pleased to meet you.	Enchanté(e)
What's your name?	Comment t'appelles-tu ?
My name is...	Je m'appelle...
Welcome	Bienvenue
How are you?	Comment ça va ?
Good thanks, and you?	Bien, merci, et toi ?

Key Unit Spring– Year 4

Knowledge

Skills

Vocabulary

To be able to name 4 rooms in the house in French
 To use adjectives to describe the rooms in my house

Continue to listen attentively and show understanding by joining in and responding.
 Develop accurate

As-tu un animal?
 Have you got an animal?

	<p>To use rooms of a home in sentences</p> <p>To link family members and numbers to our home topic</p> <p>To say what hobbies we have in French</p> <p>To practice giving our opinions on hobbies</p> <p>To recap and assess what we have learnt during this unit</p> <p>To recap animal vocabulary and masculine and feminine words</p> <p>To recognise when to use "le" or "la" by looking at a noun they have never seen before</p> <p>To recognise the difference between nouns and adjectives in written French</p> <p>To construct short French phrases using familiar words</p> <p>To participate in a conversation about Zoo animals with classmates</p> <p>To decode a familiar text about animals</p> <p>To recap and assess what we have learnt during this unit</p>	<p>pronunciation. Engage in conversation, increasing length of sentences and conversation. Read carefully and show understanding. Extend knowledge of numbers to create bigger numbers and to be able to describe hobbies. To present ideas and information orally to a range of audiences, in the context of giving your address.</p>	<p>Bedroom-chambre</p> <p>Lounge-salon</p> <p>Bathroom-salle de Bains</p> <p>dining room-Salle à manger</p>
Key Unit Summer – Year 4	Knowledge	Skills	Vocabulary
	<p>To build a sentence to describe our homes</p>	<p>To increase conversational practise, increasing length of sentences and conversation. Read carefully and show</p>	<p>My town is big</p> <p>Ma ville est grande</p> <p>I like the countryside</p> <p>J’aime la campagne</p>

	<p>To understand letter strings and use a bilingual dictionary to find meanings</p> <p>To build a positive and negative sentence with singular familiar words</p> <p>To understand the formation of a question in French</p> <p>To understand the first person singular of an irregular verb when presenting in a sentence</p> <p>To give our opinions on our towns</p> <p>To recap and assess what we have learnt during this unit</p> <p>To explore different countries in French</p> <p>To show understanding of simple phrases about holidays in French</p> <p>To use "aller" to talk about our holidays in French</p> <p>To understand how to share our opinions in French</p> <p>To learn the weather in French</p> <p>To learn the seasons in French</p> <p>To recap and assess what we have learnt during this uni</p>	<p>understanding. Extend knowledge of the formation of words and how to put them into sentences(mostly orally). To present ideas and information orally to a range of audiences, in the context of giving your address.</p>	<p>Winter- hiver Summer- été Spring-source Autumn- automne</p>
<p>A language learner at the end of Year 4 will know: Extended simple phrases (written and verbal) providing additional details. Numbers over 60</p>		<p>A language learner at the end of Year 4 will be able to: Listening & responding: understand a basic range of familiar statements, questions and everyday expressions relating to personal details and needs. Respond to a clear model of</p>	

	<p>standard language. May need items to be repeated in order to get the information needed.</p> <p>Speaking: ask and answer simple questions and give basic information, asking others to repeat words or phrases if necessary. They give short, simple responses to what they see and hear, and use set phrases (to ask for help and permission). Pronunciation may be approximate but shows an awareness of sound patterns and meaning is clear.</p> <p>Reading & responding: show that they understand and read familiar, short phrases. They can match sound to print by reading aloud familiar words and phrases. They use books to find meanings of new words. Writing: Pupils can write one or two short sentences to a model and fill in the words on a simple form. When they write familiar words from memory, their spelling may be approximate.</p>
Links to values and aims	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect - working together & showing respect for each other Tolerance - learning about other cultures and diversity</p> <p>Rule of Law - understanding rules and why they are important</p>

Key Unit Autumn – Year 5	Knowledge	Skills	Vocabulary
	<p>To recap all aspects of curriculum covered in Y3&4</p> <p>To hold a conversation in pairs discussing names and ages</p> <p>To learn how to say when my birthday is in French</p> <p>To ask and answer familiar questions with a scaffold of responses</p> <p>To learn to describe others</p> <p>To learn how to describe how we are feeling in French</p>	<p>To broaden vocabulary and develop ability to understand new words introduced into familiar written material</p> <p>To describe actions orally and in writing Broaden sentence writing incorporating prior knowledge</p> <p>Participate in & appreciate song</p> <p>To be able to write the date confidently</p>	<p>My birthday is..... Mon anniversaire est.....</p> <p>I am 9 years old..... J'ai 9 ans</p> <p>I feel..... J'ai l'impression</p> <p>triste, heureux, surpris, choqué</p>

	<p>To use a reflexive verb in a sentence</p> <p>To complete a series of activities to re-cap what they have learnt in this unit Year 5 Unit 2</p> <p>To be able to name 5 fruits in French</p> <p>To be able to name 5 vegetables in French</p> <p>To express our opinions and preferences about food and drink in French</p> <p>To use the conditional tense to order what we would like to eat in a restaurant</p> <p>To describe meal times using previous knowledge about daily routine</p> <p>To learn about Christmas food and drinks in France</p> <p>To recap and assess what we have learnt during this unit</p>		<p>vegetables- légumes</p> <p>carrots- Carottes</p> <p>potatoes- pomme de terre</p> <p>peas-pois</p> <p>I like</p> <p>J'aime</p> <p>I dont like</p> <p>Je n'aime pas</p>
Key Unit Spring– Year 5	Knowledge	Skills	Vocabulary
	<p>To learn how to describe our homes in French</p> <p>To use adjectives to describe the rooms in my house</p> <p>To use rooms of a home in sentences</p> <p>To be able to say what chores we do at home in French</p> <p>To practice household chores in French</p>	<p>Continue to broaden vocabulary and develop ability to understand new words introduced into familiar written material</p> <p>To describe actions orally and in writing Broaden sentence writing incorporating prior knowledge</p> <p>Participate in & appreciate song</p> <p>To be able to write the date confidently</p>	<p>Ma maison est</p> <p>Grande</p> <p>Petite</p> <p>a deux étages</p> <p>dispose d'un grand Jardin</p>

	<p>To write our daily routine in French including chores we do at home</p> <p>To recap and assess what we have learnt during this unit</p> <p>To recap animal vocabulary and masculine and feminine words</p> <p>To use opinions to discuss animals in French</p> <p>To construct a sentence made up of an opinion and a reason in French</p> <p>To fill in the gaps in sentences by recognising the placement of words</p> <p>To order words correctly in a sentence in French</p> <p>To decode a familiar text about animals</p> <p>To recap and assess what we have learnt during this unit</p>		<p>Chores around the house</p> <p>Aspirateur</p> <p>passer la serpillière sur les planchers</p> <p>faire le lit</p>
Key Unit Summer – Year 5	Knowledge	Skills	Vocabulary
	<p>To recap colours and directions and learn shapes in French</p> <p>To recap telling the time in French</p> <p>To learn about Euros in French</p> <p>To count in tens and hundreds in French</p> <p>To recap and assess what we have learnt</p> <p>To learn about French speaking countries</p> <p>To understand letter strings and use a bilingual dictionary to find meanings</p>	<p>To continue to extend vocabulary and develop ability to understand new words introduced into familiar written material</p> <p>To describe actions orally and in writing</p> <p>Practise sentence writing more often incorporating prior knowledge</p> <p>Write in detail for longer paragraphs</p> <p>To show their understanding of time by answering orally and being able to converse with peers</p>	<p>Aller-to go</p> <p>Tout droit- straight ahead</p> <p>Tournez (using 'vous')- straight ahead</p> <p>Tournez- turn</p> <p>A gauche- to the left</p> <p>A droit- to the right</p> <p>Quelle heure est-il?</p> <p>Demie</p> <p>Quart</p> <p>moins</p>

	<p>To learn different methods of travel and transport in French</p> <p>To use "aller" to talk about our holidays in French</p> <p>To understand a conversation using "Aller" in French</p> <p>To use our opinions and prepositions to write about an upcoming holiday in French</p> <p>To recap and assess what we have learnt during this unit</p>		
<p>A language learner at the end of Year 5 will know:</p> <p>Extended simple phrases (written and verbal) providing additional details built up from all areas of learning from Y3 through Y5 How to express likes and dislikes.</p>		<p>A language learner at the end of Year 5 will be able to:</p> <p>Listening & responding understand the main points from short spoken passages, including instructions, messages and dialogues, made up of familiar language. May need short sections to be repeated.</p> <p>Speaking take part in simple conversations, using visual or other cues. Although they use mainly memorised language, they may substitute items of vocabulary to vary questions or statements.</p> <p>Reading & responding understand the main points from short written texts made up of familiar language. Beginning to read independently, selecting simple texts and use a bilingual dictionary to work out the meaning of unfamiliar words.</p> <p>Writing write a few short sentences, with support, using expressions they have already learnt and expressing personal responses (eg, likes, dislikes, feelings). They can write short phrases from memory and their spelling is understandable.</p>	
<p>Links to values and aims</p>		<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect - working together & showing respect for each other</p> <p>Tolerance - learning about other cultures and diversity</p> <p>Rule of Law - understanding rules and why they are important</p>	

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
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	<p>Review aspects of curriculum covered in Y3 through Y5</p> <p>To confidently participate in an introductory conversation in French</p> <p>To confidently describe ourselves and others in French</p> <p>To learn to tell the time to the hour in French</p> <p>To follow linguistic patterns to create sentences</p> <p>To use reflexive verbs to describe our daily routines</p> <p>To create a speech about ourselves in French</p> <p>To complete a series of activities to re-cap what they have learnt in this unit Year 6 Unit 2</p> <p>To say the names of food shops in French from memory</p> <p>To respond to questions about shopping for food using previous knowledge about question form and time</p> <p>To use our food and drinks vocabulary to create a Café Menu</p> <p>To create a script for our cafe role plays</p> <p>To perform our cafe role plays in groups</p> <p>To learn about Christmas food and drinks in France</p> <p>To recap and assess what we have learnt during this unit</p>	<p>Recognise some familiar words in written form</p> <p>To continue to broaden vocabulary and develop ability to understand new words introduced into familiar written material</p> <p>To describe actions orally and in writing</p> <p>Broaden sentence writing incorporating prior knowledge</p> <p>Participate in & appreciate song</p> <p>To be able to write the date confidently</p>	<p>hello, my name is Bonjour, je m'appelle</p> <p>i'm 11 years old J'ai 11 ans</p> <p>what time is it? Quelle heure est-il? the time is L'heure est venue</p> <p>Butchers Bouchers Dentist Dentist Bakery Boulangerie clothes shop magasin shoe shop Chaussures</p>
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	To incorporate prior learning into new learning. Remember that some numbers are pronounced differently to when 'counting' 1 = une (time is feminine), 2 = 'dooz', 3 = 'trwahz'		
Key Unit Spring– Year 6	Knowledge	Skills	Vocabulary
	<p>To be able to say what chores we do at home in French</p> <p>To write our daily routine in French including chores we do at home</p> <p>To express our opinions about hobbies in French</p> <p>To extend our opinions by explaining why we like/dislike certain hobbies</p> <p>To write our own diary extracts in French</p> <p>To recap times and hobbies</p> <p>To recap and assess what we have learnt during this unit Year 6 Unit 4</p> <p>To recap animal vocabulary and identify if an unfamiliar word is masculine or feminine</p> <p>To use a connecting word to connect two phrases together in French</p> <p>To re-cap pets/ genders of pets and construct a conversation with this vocabulary</p> <p>To order words correctly in a sentence in French</p> <p>To have a debate in French</p> <p>To decode a familiar text about animals</p>	<p>Use previous knowledge of language and knowledge of French to work out meanings of words.</p> <p>Develop accurate pronunciation</p> <p>Recognise familiar words in written form</p> <p>Participate in & appreciate</p> <p>Work collaboratively to translate phrases & passages</p> <p>Write in French for longer periods and more accurate grammar and spelling of words used.</p>	<p>Hobbies-Loisirs</p> <p>Swimming-natation</p> <p>Walking-marche</p> <p>Cycling-cyclisme</p> <p>dance classes-Cours de danse</p>

	To recap and assess what we have learnt during this unit		
Key Unit Summer – Year 6	Knowledge	Skills	Vocabulary
	<p>To learn the French names of planets and give our opinion on them</p> <p>To finish learning planets and to learn other key words about the universe</p> <p>To create and describe our own aliens in French</p> <p>To explore the story ‘Alien landing’ and use it to learn the past tense</p> <p>To complete our topic on the solar system and create our own solar systems in French</p> <p>To recap and assess what we have learnt during this unit Year 6 Unit 6</p> <p>To learn holiday vocabulary in French</p> <p>To build complex sentences about our holidays in French</p> <p>To talk about travel in French</p> <p>To complete a challenge from the Great Languages Challenge</p> <p>To create a project about the world around me</p> <p>To present The World around me projects to the class to gain peer assessment</p>	<p>Use knowledge language and knowledge of French to work out meanings of words. Develop accurate pronunciation</p> <p>Recognise familiar words in written form Participate in & appreciate</p> <p>Work collaboratively to translate phrases & passages</p> <p>Write in French for longer periods and more accurate grammar and spelling of words used.</p>	<p>Solar system-Cours de danse- système solaire</p> <p>Earth-Terre</p> <p>Planets-Planètes</p> <p>Sun-soleil</p> <p>Moon-lune</p>

<p>A language learner at the end of Year 6 will know: Some languages are linked through spelling, sound, pronunciation.</p>	<p>A language learner at the end of Year 6 will be able to: Listening & responding understand the main points and some of the detail from spoken passages made up of familiar language, in simple sentences. May need some items to be repeated. Speaking take part in simple conversations, supported by visual or other cues. They are able to give a short-prepared talk that includes opinions. They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases. Pronunciation is generally accurate showing some consistency in their intonation. Reading & responding show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own they are beginning to use the context of a sentence and a bilingual dictionary, to work out the meaning of unfamiliar words. They show confidence in reading aloud. Writing write short texts on familiar topics, adapting language they have already learnt. They are beginning to use their knowledge of grammar to adapt and substitute individual words and set phrases and use dictionaries to check words they have learnt.</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together & showing respect for each other Tolerance - learning about other cultures and diversity Rule of Law - understanding rules and why they are important</p>