

### Year 6 French Curriculum Overview

Year 6	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16 and revision
<b>Learning intention / rationale</b>	<p>The half term focuses on aspects of school life. Pupils prepare a school sketch and revise classroom commands (Y3), saying the date (Y3, Y5) and describing the weather (Y5). They learn four items of vocabulary relating to classroom objects to be able to say what they have / don't have in the sketch.</p> <p>Pupils study an extended text, using existing knowledge to work out the gist of the text.</p> <p>Towards the end of the half term, pupils learn some items of clothing to describe school uniform, revising adjectives and expressing opinions.</p>	<p>Pupils continue the theme of school life, learning the names of school subjects and appropriate adjectives to express opinions on each.</p> <p>Pupils read and understand information relating to school subjects and adapt a model paragraph stating what they like / dislike and why.</p> <p>Pupils also study a well-known poem as winter approaches, revisiting learning around the position of adjectives and learning some important and useful prepositions.</p>	<p>Pupils follow three lessons on the theme of house and home. They learn the rooms of the house and use this vocabulary with adjectives and prepositions to describe their ideal home.</p> <p>Pupils listen to an extended text, showing understanding by matching rooms and adjectives. Towards the end of the half term, pupils begin to focus on reading skills; this is developed further over the next half term.</p>	<p>Pupils delve deeper into reading over the half term, developing the skills of skimming and scanning a text, choosing wisely when to use a bilingual dictionary. They use their knowledge of grammar / word class to help them to locate the correct word. Over the half term, pupils encounter a poem written during the German occupation of France in 1942. They apply their phonics knowledge during the half term as they read aloud short extracts.</p>	<p>Pupils begin a series of lessons focusing on planning a holiday. They revisit the immediate future tense and repeatedly practise using the verb 'aller' in the first person with an infinitive verb. Over the half term, they learn how to say where they will travel, how they will travel and where they will stay. Points of grammar relating to gender are reinforced through the structures used.</p>	<p>Pupils conclude the summer term by learning how to say the places they will visit on holiday. They use the immediate future tense with two more infinitive verbs (regarder, visiter) and learn how to use these within the structure they have practised repeatedly. They extend sentences using a time adverbial.</p> <p>Pupils prepare a presentation on their holiday plans, drawing together the term's learning.</p>

Vocabulary	<p>Revision:</p> <p>Date (Y5 lesson 14) Weather (Y5 lesson 14)</p> <p>Classroom commands (Y3 lesson 3)</p> <p>Tu es prêt(e) – Are you ready?</p> <p>Je suis prêt(e) – I am ready</p> <p>Je suis ici – I am here</p> <p>Présent(e) – Present</p> <p>Il est absent – He is absent</p> <p>Elle est absente – She is absent</p> <p>As-tu? Have you?</p> <p>un stylo – pen</p> <p>un crayon – pencil</p> <p>un taille-crayon – pencil sharpener</p> <p>une gomme – rubber</p> <p>un pantalon – trousers</p> <p>un pull - jumper</p> <p>une chemise – shirt</p> <p>une jupe - skirt</p> <p>un sweat - sweatshirt</p> <p>une cravate - tie</p> <p>j'aime le bleu – I like blue</p> <p>je n'aime pas le rouge - I don't like red</p> <p>c'est laid - it's ugly</p> <p>c'est moche - it's awful (familiar)</p> <p>c'est super – it's great</p> <p>c'est joli – it's pretty</p>	<p>l'anglais – English</p> <p>le français - French</p> <p>les mathématiques – maths</p> <p>les sciences – science</p> <p>l'histoire – history</p> <p>la géographie-geography</p> <p>le dessin - art</p> <p>le sport – PE</p> <p>la musique -music</p> <p>l'informatique – computing</p> <p>l'éducation religieuse - RE</p> <p>parce que – because</p> <p>c'est – it is</p> <p>difficile – difficult</p> <p>monotone – boring</p> <p>pénible – burdensome / painful</p> <p>amusant – fun</p> <p>intéressant - interesting</p> <p>facile – easy</p> <p>un peu – a bit</p> <p>trop - too</p> <p>assez – quite</p> <p>dans - in</p> <p>avec - with</p> <p>par - by</p>	<p>voici - here is</p> <p>il y a - there is</p> <p>une maison - house</p> <p>un appartement - flat</p> <p>un salon - sitting room</p> <p>une salle à manger - dining room</p> <p>une cuisine - kitchen</p> <p>une salle de bains - bathroom</p> <p>un garage - garage</p> <p>un balcon - balcony</p> <p>un jardin - garden</p> <p>une chambre - bedroom</p> <p>petit - small</p> <p>grand - big</p> <p>joli - pretty</p> <p>superbe - superb</p> <p>magnifique - magnificent</p> <p>immense - immense/huge</p> <p>de luxe - luxurious</p> <p>en haut - upstairs</p> <p>en bas – downstairs</p> <p>une fenêtre - a window</p>	<p>sur – on</p> <p>sous – under</p> <p>malgré – in spite of</p> <p>hier – yesterday</p> <p>c'était – it was</p> <p>incroyable – unbelievable</p> <p>maintenant – now</p> <p>sans - without</p> <p>petit - small</p> <p>grand - big</p> <p>joli - pretty</p> <p>superbe - superb</p> <p>magnifique - magnificent</p> <p>immense - immense/huge</p> <p>de luxe - luxurious</p> <p>en haut - upstairs</p> <p>en bas – downstairs</p> <p>une fenêtre - a window</p>	<p>Je vais aller – I am going to go</p> <p>Il va aller – He is going to go</p> <p>Elle va aller – She is going to go</p> <p>On va aller – 'One is' (We are) going to go</p> <p>en / au / aux – to + country</p> <p>à – to + town</p> <p>(La) France (f) - France</p> <p>(L') Italie (f) - Italy</p> <p>(L') Espagne (f) - Spain</p> <p>(L') Écosse (f) - Scotland</p> <p>(Le) Portugal (m) - Portugal</p> <p>(Les) États-Unis (mpl) – USA</p> <p>en train - by train</p> <p>en voiture - by car</p> <p>en car - by coach</p> <p>en avion - by plane</p> <p>en bateau - by boat</p> <p>rester - to stay</p> <p>dans - in</p> <p>un hôtel - hotel</p> <p>un appartement - apartment/ flat</p>	<p>visiter - to visit</p> <p>regarder - to watch</p> <p>d'abord - first of all</p> <p>plus tard - later on</p> <p>le musée - museum</p> <p>le château - castle</p> <p>la plage - beach</p> <p>le zoo - zoo</p> <p>le jardin public – public gardens</p> <p>la piscine - swimming pool</p> <p>le centre commercial - shopping centre</p> <p>le parc d'attractions - fairground</p> <p>un match de - a match of</p>



		sans - without pour - for / in order to sur - on	une piscine - a swimming pool		un gîte - gîte / cottage un camping - campsite une villa - villa au bord de la mer - at the seaside en ville - in town à la campagne – in the countryside	
<b>Phonics</b>	Pupils will revisit many graphemes introduced in Years 3, 4 & 5 throughout Year 6.  Focus for the half term: -Know the equivalent phoneme for the graphemes: <b>on, aille, y, er, é, u, an, th, otte</b>	Focus for the half term: -Know the equivalent phoneme for the graphemes: <b>in, que, ible, i, eau</b>	Focus for the half term: -Know the equivalent phoneme for the graphemes: <b>ine, ui, en, agn, es</b>	Focus for the half term: -Know the equivalent phoneme for the graphemes: <b>ill, au, ion, r, que, the</b>	Focus for the half term: -Know the equivalent phoneme for the graphemes: <b>agn, ure, am, able</b>	Focus for the half term - Know the equivalent phoneme for the graphemes: <b>er, u, ion, im</b> - Revise key graphemes covered over the key stage.
<b>Grammar</b>	-Revisit and understand the formation of negative sentences using ne and pas around the verb. -Revisit and consolidate the verb être in first, second and third person singular. -Revisit and understand adjectival agreement -Understand that the partitive article (the word for 'some') has different forms in French – masculine / feminine and plural	- Revisit and understand the use of the determiner where it would be omitted in English -Know how to use a subordinating conjunction to extend a basic sentence -Revisit and understand the	--Revisit and understand the use of the indefinite and definite articles – un / le; une / la -Know rules applying to position and agreement of adjectives	-Recognise word classes -Know the importance of word class when seeking translations in a dictionary -Know that possessive pronouns change their spelling to	-Know how to form the immediate future tense in the first person -Know the subject pronoun 'on' meaning 'one' is commonly used to mean 'we' -Know that countries are masculine or feminine in French	-Know how to substitute an infinitive verb into the future tense structure -Know how to extend a sentence using an adverbial

	-Know that the determiner is often used in French where it may be omitted in English	position of adjectives		agree with the gender of the noun -Recognise the infinitive form of a verb -Know that a verb changes to agree with the subject of the sentence	and this alters the preposition. -Know the preposition to use with each country - Know the preposition used to mean 'by' with means of transport -Consolidate all prior learning on adjectives – position and agreement	
<b>Prior learning</b>	Pupils have previously learned many of the phrases and vocabulary which they use in this half term. They consolidate their understanding of key grammatical concepts, such as adjectival agreement, and use again two key verbs – avoir and être in the first, second and third person.	Pupils have learned how to express opinions and say what they like and dislike; they now extend this work using a subordinating conjunction and adjectives to justify their opinion. Pupils already know about the position of adjectives through work in earlier year groups – they now recognise and understand the position of adjectives within	Pupils build on previous knowledge and now apply their understanding of the position and agreement of adjectives as they produce a written paragraph, describing their ideal home. They use prior learning to skim texts to gain an overview of their content and to identify the text type.	Pupils have begun to work with more complex and unfamiliar texts in Year 6. They learn how to persevere with a text and to use their knowledge of both French and English to decipher context and meaning. This half term's work develops their skill in recognising which words they need to look up in a dictionary to understand a text, with a focus on	Pupils develop and consolidate their understanding of the immediate future tense (encountered in Year 5). They extend their learning on the gender of nouns, noting how gender affects other words within the sentence, such as prepositions. Pupils recognise the importance of grammatically accurate sentences.	Pupils began their work on planning a holiday last half term. This is extended using different infinitive verbs, so that they can include new content in their holiday plans.

		the first verse of a poem studied.		recognising the word classification and knowing why this is important. Pupils continue to develop and apply their phonic knowledge through reading short extracts.		
<b>Subsequent learning</b>	Pupils continue their focus on school life, learning how to say which subjects they like and dislike. They re-use phrases for expressing opinions and are reminded of the use of the determiner where it would be omitted in English ('J'aime la géographie', for example). As the half term progresses towards winter, pupils learn and recite the first verse of a well-known poem, with a focus on the position of adjectives.	Having recalled much prior learning throughout the half term, pupils begin a new theme on house and home next term, during which they will apply their knowledge on adjectives and prepositions. Pupils write extended sentences around the theme of an ideal home.	Having looked at different text types at the end of the half term, pupils continue this theme through the next half term, focusing on reading. They use their skills to skim and scan to develop their understanding. They also encounter literature through poetry and make judicious use of a bilingual dictionary to support understanding.	The last term of French at key stage 2 moves to a focus on accurate written work, extending pupils' understanding of the immediate future tense. Pupils revisit a structure introduced in Year 5 as they plan an imaginary holiday.	Pupils continue the theme of planning a holiday to the end of the school year. They revise the key structures practised over the half term using the immediate future tense with two more infinitive verbs. They prepare a presentation to share their holiday plans.	Pupils leave key stage 2 with a good knowledge of phonics, a bank of vocabulary, and a clear understanding of key grammatical concepts.