

MFL LTP- Overview				
	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Autumn 1	Numbers 1-10 Greetings Classroom commands <i>Outcome: Pupils sort numbers using new vocabulary and practise responding to classroom commands</i>	Body parts <i>Outcome: Pupils write short descriptive sentences based on 'Grand Monstre Vert'</i>	High street shops Prepositions and adjectives <i>Outcome: Pupils practise using vocabulary linked to location and using 'stalling strategies' in a conversation.</i>	School life, Classroom objects School uniform <i>Outcome: Pupils describe their timetable and the equipment they will need orally and express their likes and dislikes regarding uniform in written form</i>
Autumn 2	Names and introductions Age <i>Outcome: Introducing myself, rehearsing oral greetings. They are introduced to/revisit the verb 'avoir'</i>	Zoo animals <i>Outcome: Pupils compose grammatically accurate sentences and orally perform them. Learn the French alphabet focusing on vowel sounds</i>	High street continued/opening days Listen and respond to a story <i>Outcome: Over the term, pupils read descriptive passages about the high street and compose their own paragraph describing a high street.</i>	School subjects, Poetry <i>Outcome: Pupils describe their likes and dislikes regarding school subjects and learn and recite a poem linked to Winter</i>
Spring 1	Colours <i>Outcome: Pupils write short descriptive sentences using colours, children are introduced to the key verb 'etre'</i>	Family members - Introducing people <i>Outcome – pupils in role as a family, introduce themselves and each other - recorded</i>	Hobbies, Re-visit family members <i>Outcome: Pupils create a timetable, write in the future tense about what they do and orally describe it to a small group</i>	House and home <i>Outcome: Pupils design and label their ideal home and compose a descriptive paragraph (using previously learnt vocabulary as well as new). They read this to their partner.</i>
Spring 2	Food items - Healthy eating <i>Outcome: Pupils revisit colours and write descriptive sentences using food vocabulary.</i>	Pets <i>Outcome: Pupils read key vocabulary and write descriptive sentences about their pets. They are introduced to/revisit the verb 'avoir'</i>	Express opinions, Lunch menus <i>Outcome: Pupils read and describe, in written form, their opinion regarding likes and dislikes comparing English and French school lunch</i>	Reading skills <i>Outcome: Pupils focus on recognising vocabulary and grammatical structure in a written text and practise reading it aloud, linked to previous learning on WWII</i>
Summer 1	Phonics - Reading skills <i>Outcome: Pupils can identify the vocabulary already learnt in a short story and rehearse, reading for a partner</i>	Verbs <i>Outcome: Pupils can identify positive and negative statements when reading and can orally describe their likes and dislikes</i>	Offering and accepting food - poetry Weather <i>Outcome: Pupils learn to read, rehearse and perform a poem about breakfast</i>	Plan a holiday Modes of transport
Summer 2	Days of the week, Months of the year <i>Outcome: Pupils apply their learning from the year to create a short story imitating 'The Hungry Caterpillar' rehearsing months of the year</i>	Activities/interests, Recap numbers <i>Outcome: Consolidation of use of conjunctions and numbers creating and explaining the results of a survey on 'free time'</i>	Weather, Compass points <i>Outcome: Pupils identify previously learnt vocabulary in a recording of a weather report (audio) and create their own presentation using the language learnt.</i>	Holiday discussion <i>Outcome: Pupils research holidays describing them and express their likes and dislikes, before composing a leaflet or non-chronological report and a filmed holiday show.</i>

Sequence of teaching in Year 3

Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lesson 6-7	Spring 2 Lesson 8	Summer 1 Lesson 9-10	Summer 2 Lesson 11
During their first half term of French, pupils learn high-frequency language including numbers 0-10, greetings, and some classroom commands for routine conversation. Phonics is taught explicitly as pupils encounter new vocabulary; the grapheme/phoneme link is recapped throughout the year.	As a next step from greetings, pupils say their name and introduce themselves. In using the structure, first and second person pronouns are introduced, and pupils' attention is drawn to how the verb ending changes, adding 's' with the 'tu' form (second person singular). Pupils revisit numbers and graphemes. Through a rhyme, two new graphemes are introduced 'an' and 'eau'. Pupils are introduced to a high frequency verb (avoir) and begin to understand that languages cannot always be translated word for word.	Pupils are introduced to colours. These lessons focus on the grapheme / phoneme correspondence as pupils learn each colour; an additional rhyme within the lesson checks that pupils can identify a key phoneme as they hear it. Pupils are introduced to a key verb 'être' (to be) and use the third person of the verb through question-and-answer sequences and in constructing a short, descriptive sentence. There is a link with work in mathematics through a survey and the recording of results.	Pupils begin to extend their vocabulary with everyday food items, again consolidating phonics knowledge acquired so far. The half term's work focuses on healthy and unhealthy eating and is preparation for a story which children will read over the next half term - La Chenille Qui Fait Des Trous.	This half term focuses heavily on phonics and reading skills. Pupils study rhyming patterns within a song and a short story. Pupils are reminded that the final consonant is rarely pronounced. Through the reading of a familiar short story, pupils listen to text level language, consider intonation, and use appropriate expression when joining in with repeated phrases. Pupils recognise known vocabulary as it occurs in the story, such as numbers, food items, colours and days of the week.	Following on from days of the week, pupils are now introduced to months of the year as essential vocabulary in providing dates /date of birth etc. The lesson focuses heavily on phonics knowledge. Pupils are introduced to the concept of nouns having a gender in preparation for work at the start of Year 4. Pupils undertake a review of the year's work where key learning is recapped and consolidated.

Substantive Content

Phonics	-Know the equivalent phoneme for the graphemes: i, ç, oi, eu, ez, é, u, in, on Pupils also encounter: ui, un, en	-Know the equivalent phoneme: en, ou, an, eau -Know that s is silent at the end of t'appelles and at the end of 'ans' -Know that a speaker lifts voice to pose a question Pupils also revisit:	-Know the equivalent phoneme: r, et -Know that s is not pronounced at the end of gris and t is not pronounced at the end of vert – silent consonants -Know that the letter r is pronounced differently in French	-Know the equivalent phoneme: au, ch, -Know that the last consonant is rarely pronounced – silent s at the end of plural nouns (chocolat, pommes, tomates etc.)	- Know the equivalent phoneme: un - and revisit: on, oi, ou, i -Use appropriate expression when joining in reading a story	Know the equivalent phoneme: em, er The phonics introduced this year is revisited and recapped throughout the scheme.
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Grammar	-Know that speech can be formal or informal (bonjour / salut) -Know that imperative verbs end in -ez when talking to more than one person	u, in, i, oi, eu -Know first and second person singular pronouns: je and tu -Know that je is shortened to j' if the verb that follows begins with a vowel -Know that the verb ending changes according to the person -Understand that languages cannot be translated word for word using a dictionary	Know the irregular verb être (to be) in third person singular: est X est rouge, bleu et jaune.	-Through focusing on the word order of a question, pupils know that word order will not always correspond to the English equivalent -Know that the determiner is used in French where it may be omitted in English. -Know that the definite article 'le' refers to a singular noun and 'les' to a plural noun. Gender is introduced at a later point.	Punctuation - Understand that some proper nouns in French (names and names of towns and places) also begin with a capital letter Punctuation - Recognise that days of the week do not begin with a capital letter in French.	-Know that months of the year do not have a capital letter in French -Know that nouns in French have a gender, denoted by the determiner -Know the key grammatical points introduced through the year
Vocabulary	-Know how to say numbers 0-10 -Know basic greetings: Bonjour, au revoir, Comment ça va? Ça va très bien, ça va mal Comme ci, comme ça -Know routine classroom language: merci, super, excellent salut écoutez, regardez, asseyez-vous, levez-vous, répétez silence	-Know how to ask and answer questions about name and age: Comment t'appelles-tu? Je m'appelle je, tu Revisit 0-10 avoir: Quel âge as-tu? J'ai 8 ans.	-Know the translation for each colour and be able to read each one, applying phonic knowledge: rouge, bleu, blanc, vert, noir, jaune, orange, rose marron, gris, violet -Know how to state your favourite colour -Know the verb est means 'is' from the verb 'être' -Know that c'est means 'it is' -Know that et is a conjunction meaning 'and'	-Know the names of fruit items: Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes -Know the names of some food items: Les chips, les sucettes, le chocolat, les bonbons -Know how to state whether a food is good or bad for health: C'est bon / mauvais pour la santé.	-Revisit and know numbers 0-10 -Learn numbers 11 and 12 (onze, douze) -Know the names of food items introduced last half term -Know how to say the days of the week, applying phonics knowledge: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	-Know how to say the months of the year in French, applying and extending phonics knowledge: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre - Know core vocabulary introduced through the year as part of a review of learning

Sequence of teaching in Y4

Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lesson 6-8	Spring 2 Lesson 9-11	Summer 1 Lesson 12-14	Summer 2 Lesson 15-16
Through reading a description of a monster, pupils revisit vocabulary for colours and are introduced to vocabulary for parts of the body. Key learning within this unit of work, comprising lessons 1-3, focuses on three key concepts: nouns have a gender which must be learned, adjectives usually follow the noun, adjectives agree with the noun. By the end of the half term, pupils read and understand short sentences describing a monster and adapt sentences to create their own description.	Through the theme of zoo animals, pupils apply and extend their phonics knowledge, reading individual words and short phrases. They embed their understanding of gender and adjectival agreement as they link adjectives to zoo animals, culminating in pupils writing short sentences to describe an animal with noun, high-frequency verb (est) and adjective. Pupils also learn the French alphabet for vowel sounds.	Pupils recap key grapheme/phoneme correspondence through rhymes and songs. They learn about members of the family and learn the possessive pronouns (mon, ma). Through a role play introducing family members, pupils learn subject pronouns (il and elle – he and she). Pupils (je m'appelle) to third person (il/elle s'appelle).	Pupils consolidate work on family and now learn the names of pets. They follow a traditional tale, a short rhyme and a text containing familiar vocabulary and structures. Throughout the half term, pupils revisit prior learning on adjectives and learn how to form a plural noun. They develop their use of the verb 'avoir' in first, second and third person.	Pupils develop their understanding of word classes and begin to make use of a bilingual dictionary. Pupils learn infinitive verbs relating to free time and understand how to express an opinion about these, using the verb 'aimer'. They recognise positive and negative statements and are introduced to the formation of a basic negative sentence.	Following on from last half term's work, pupils now work on asking and answering questions relating to free time, focusing on forming accurate sentences and linking clauses using conjunctions. Pupils revisit and extend their knowledge of numbers in preparation for a class survey, developing confidence in giving rapid responses. Phonics throughout the key stage so far is recapped and extended.

Substantive Content

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Substantive Knowledge	Phonics	-Pupils will revisit many graphemes introduced in Year 3, with a focus on ou, u, in -Know the equivalent phoneme for the graphemes: ette, eille -Recognise how adjectival agreement changes pronunciation – petit/petite	-Know the equivalent phoneme: i and revisit phonemes: é, ou, an, on, ez, in -Introduce phoneme ill (gentille) and link to July (juillet)	- Revisit and know the equivalent phoneme: in, on, an, é, ou, ch, eau - Introduce: è -Know why dors and fort rhyme within a song	-Revisit and know the equivalent phoneme: oi, ou, au, in, è -Know that h is not pronounced at the start of a word -Know to lift voice when asking a question	- Know the equivalent phoneme: es, et, er -Apply knowledge of silent consonants when reading individual words	- Know the equivalent phoneme: r, eur, aire The phonics introduced this year is revisited and recapped throughout the scheme.
	Grammar	-Know that all nouns have a gender -Know the indefinite articles – un, une, des -Know that adjectives usually follow the noun but there are some common exceptions: grand, petit, long -Know that adjectives change their spelling, agreeing with the gender of the noun they describe -Know that adjectives usually take an 'e' in the feminine form and 's' for the plural form	-Know the determiners for the definite article: le, la, les and revisit indefinite articles: un, une, des -Know how a simple sentence is constructed with noun, verb, adjective, using a high-frequency verb -Know that the adjective agrees with the noun, adding 'e' for feminine, with some exceptions – gentil/gentille	-Know that the possessive pronoun changes to agree with the gender of the noun (mon, ma) -Know third person singular subject pronouns (il and elle) - Know how to use first and second person of the verb 'avoir', understanding that the verb changes to agree with the subject of the sentence.	-Know how to use the third person of the verb 'avoir' – il a / elle a -Know how to form a plural noun, adding 's'; learn two exceptions to the rule (oiseaux, souris) -Recognise word classes – noun, verb, adjective, with examples in French	-Recognise word classes, including noun, verb, adjective -Know how to use a verb expressing an opinion in front of a verb in the infinitive form -Recognise the formation of a negative sentence -Know how to link clauses using a conjunction	-Know the second subject pronoun 'tu' means you -Know that the regular verb 'aimer' takes 's' when used with the subject pronoun 'tu'
	Vocabulary	-Revisit colours, learned in Year 3	-High frequency vocabulary: est (is) et	- Prepositions: sur – on - dans – in	-Know the names of pets: un lapin, un chat, un chien, une tortue, un oiseau, un	Infinitive verbs to describe free time: danser – to dance	- Tu aimes? - Do you like? - Numbers 11-30:

		-Know how to say parts of the body: une tête, un nez, une bouche, des yeux, des dents, des oreilles, des cheveux, une jambe, un pied, un bras, une main -Adjectives when describing the monster: grand, petit, énorme, pointu, long -high frequency verbs: avoir – le monstre a être – le monstre est	(and) très (very) assez (quite) -Know commonly used adjectives, revisiting and extending some of the vocabulary introduced during the first half term: grand(e), petit(e), énorme, intelligent(e), timide, féroce, rigolo, gentil(le) -Names of animals: le lion, le tigre, l'éléphant, la souris, le singe, l'ours, la girafe, le crocodile, le pingouin	Possessive pronoun: mon / ma – my Subject pronoun: il – he; elle – she Conjunction: ou - or voici – here is Family members including: le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère il s'appelle – his is called elle s'appelle – she is called Verb avoir: j'ai - I have tu as – You have as-tu – Have you? je n'ai pas de – I have no	poisson, un hamster, un cochon d'Inde Revisit: et – and aussi – also Introduce: qui - who j'ai – I have tu as – you have il a – he has elle a – she has	nager – to swim jouer au football – to play football manger au restaurant – to eat at a restaurant regarder la télé – to watch television jouer sur l'ordinateur – to play on the computer aller au parc – to go to the park lire – to read Opinions: J'aime – I like Je n'aime pas – I don't like J'adore – I love	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt et un vingt-deux trente - thirty Qu'est – ce que tu aimes faire? – What do you like to do?
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Sequence of teaching in Y5:

Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lesson 6-8	Spring 2 Lesson 9-11	Summer 1 Lesson 12-14	Summer 2 Lesson 15-16
Through the theme of the 'High Street' pupils learn the vocabulary for different shops and buildings. They re-use adjectives with nouns, remembering that petit and grand precede the noun and revisiting prior learning on adjectival agreement. They consider the location of shops and buildings using simple prepositional phrases.	Pupils continue the theme of the high street, now working with more complex vocabulary to describe how the high street appears at different times of the day / week. As the half term progresses, pupils listen and respond to an extended story which includes much of the vocabulary introduced over the term.	Pupils revisit familiar vocabulary for giving opinions and describing hobbies using infinitive verbs. They extend this work to include a focus on the immediate future tense in the first person using the structure: Je vais + infinitive verb. In forming extended sentences to state what they are going to do, they revisit vocabulary for	Pupils revisit phrases to express opinions and use these to comment on food they like and dislike, extending the vocabulary they learned in Year 3. As the half term progresses, they consider food groups and healthy eating. They study lunch menus from French schools and use their	Pupils continue the theme of food, moving to transactional language so that they are confident at offering and accepting food. Within the context of breakfast, pupils learn the names of items typically served for breakfast in France. As the half term continues pupils become acquainted with a famous French poem, written	The theme of weather continues as pupils listen to the recording of a weather forecast and identify the text they hear. Pupils prepare a presentation to describe the weather and consider the weather in different seasons, writing sentences to describe the climate using adverbial phrases, such as 'en général'.

Towards the end of the half term pupils practise a simple dialogue, asking and answer questions about the location of a place. They use typical 'stalling strategies' during the conversation to add authenticity to the dialogue.	They use the story as a stimulus to create their own writing, re-using previously learned phrases from Years 3 and 4 in a new context.	days of the week, times of the day and family members. By the end of the half term, pupils state where they will go, when and who with using grammatical structures accurately.	knowledge of both English and French to deduce meaning.	in simple language, and consider the context of the poem which describes a breakfast scene. Towards the end of the half term, pupils revise saying the date and begin to learn the French for weather conditions, which links to the theme studied next half term.	Pupils learn the points of the compass to state where they live. An extended reading task provides a high level of challenge for pupils with the expectation that they can identify vocabulary and extract some key details. A quiz allows pupils to recall and celebrate the year's learning.
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Substantive Content

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Substantive Knowledge	Phonics	Pupils will revisit many graphemes introduced in Years 3 & 4 throughout Year 5. Focus for the half term: -Know the equivalent phoneme for the graphemes: in, an, é, oi, au, que, et, ien -Revisit how adjectival agreement changes pronunciation – petit/petite	Focus for the half term: -Know the equivalent phoneme for the graphemes: eur, aire	Focus for the half term: -Know the equivalent phoneme for the graphemes: en, è, r	Focus for the half term: -Know the equivalent phoneme for the graphemes: i, ette, an, in	Focus for the half term: -Know the equivalent phoneme for the graphemes: au, u, ine, ai, er, é, eau, ouill, eil,	Focus for the half term - Know the equivalent phoneme for the graphemes: eille, erre -Revise key graphemes covered this year. The phonics introduced this year is revisited and recapped throughout Year 6
	Grammar	-Revisit the indefinite articles – un, une, des -Remember that adjectives usually follow the noun but there are some common exceptions: grand, petit -Remember that adjectives change their	- Know how the adjective agrees with a feminine noun when the adjective ends in either e or é - Recognise when first person and third person is used	-Know how to form a basic negative sentence -Understand that when using two verbs within a sentence, the second verb is in the infinitive form -Know how to use the immediate future tense in the first person	<i>Following a half term with a significant focus on grammatical concepts (which will be revisited in Year 6), this half term focuses mainly on vocabulary and phonics.</i> -Revisit use of determiner when expressing opinions: eg. J'aime le chocolat.	-Know that there are two forms of address when using the second person (you) -Through the study of a poem, recognise patterns of verbs in perfect tense	-Know how to extend a sentence using an adverbial -Use the correct preposition to describe where you live: à /

		spelling, agreeing with the gender of the noun they describe	-Know the subject pronouns for first person and third person	-Know how to use à (meaning 'to') with both masculine and feminine singular nouns – au / à la -Understand when to use the possessive pronouns mon, ma, mes	-Revisit formation of negative sentences		dans
	Vocabulary	Il y a (?) - there is / is there? there are / are there? un marché – market un magasin – shop un supermarché – supermarket une poste - post office une banque – bank un café – café une mairie – town hall un magasin de vêtements – clothes shop une boulangerie – bakers et – and petit – small grand – big aussi – also à gauche – on the left à droite – on the right ici – here c'est – it is au coin – on the corner Stalling strategies: eh bien, alors, voyons....	- Revision of days of the week (introduced in Year 3): lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche - Sunday matin – morning après-midi – afternoon soir – evening à 10 heures – at 10 o'clock à 4 heures et demie – at half past 4 très – very assez - quite	jouer au + sport (basket, football, golf, tennis, rugby etc.) faire du jogging – to go running revision of opinions phrases: J'aime / Je n'aime pas + infinitive verb - I like / I don't like..... Immediate future tense: Je vais aller – I am going to go à la / au – to the le centre commercial – shopping centre la piscine – swimming pool le cinéma – cinema avec – with Revision of family members and possessive pronouns: le père – the father papa - dad la mère – the mother maman - mum le frère – brother la soeur – sister le grand-père – grandfather la grand-mère – grandmother New family members:	le riz - rice les pâtes - pasta les pommes de terre – potatoes le jambon - ham le poisson - fish le fromage – cheese l'eau - water le yaourt - yoghurt le chocolat - chocolate la glace - ice-cream le gâteau -cake les biscuits - biscuits les petits pois - peas les carottes – carrots la salade – salad le pain – bread la baguette – baguette Revision of high frequency vocabulary to extend sentences: et – and mais – but aussi – also	un croissant un pain au chocolat un pain au raisin une tartine – slice of bread and butter un chocolat chaud – hot chocolate un jus d'orange – orange juice Tu veux? Would you like...? Je voudrais – I'd like.... le café - coffee le lait - milk le sucre - sugar sans - without dans - in sous - under regarder -to look at parler - to speak (Revision of days of week/months of year) Aujourd'hui, c'est le lundi 10 octobre il fait froid -it's cold il fait chaud - it's hot il fait beau - it's lovely weather il fait mauvais - it's poor weather il y a du soleil - it's sunny	en automne - in autumn en hiver - in winter au printemps - in spring en été - in summer extension: normalement - normally en général - generally J'habite à + town - I live in dans le nord - in the north dans le sud - in the south dans l'ouest - in the west dans l'est - in the east de l'Angleterre - of England

				les parents – parents les cousins - cousins mon - my (masculine singular) ma – my (feminine singular) mes – my (plural)		il y a du vent - it's windy il y a du brouillard - it's foggy il pleut - it's raining il neige - it's snowing	
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Sequence of teaching in Y6:

Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lesson 6-8	Spring 2 Lesson 9-11	Summer 1 Lesson 12-14	Summer 2 Lesson 15-16
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. Pupils study an extended text, using existing knowledge to work out the gist of the text. Towards the end of the half term, pupils learn some items of clothing to describe school uniform, revising adjectives and expressing opinions.	Pupils continue the theme of school life, learning the names of school subjects and appropriate adjectives to express opinions on each. Pupils read and understand information relating to school subjects and adapt a model paragraph stating what they like / dislike and why. Pupils also study a well-known poem as winter approaches, revisiting learning around the position of adjectives and learning some important and useful prepositions.	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. 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.	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.	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.	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. Pupils prepare a presentation on their holiday plans, drawing together the term's learning.

Substantive Content

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Substantive Knowledge	Phonics	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: on, aille, y, er, é, u, an, th, otte	Focus for the half term: -Know the equivalent phoneme for the graphemes: in, que, ible, i, eau	Focus for the half term: -Know the equivalent phoneme for the graphemes: ine, ui, en, agn, es	Focus for the half term: -Know the equivalent phoneme for the graphemes: ill, au, ion, r, que, the	Focus for the half term: -Know the equivalent phoneme for the graphemes: agn, ure, am, able	Focus for the half term: - Know the equivalent phoneme for the graphemes: er, u, ion, im -Revise key graphemes covered over the key stage.
	Grammar	-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 -Know that the determiner is often used in French where it may be omitted in English	- 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 position of adjectives	--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 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	-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 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	-Know how to substitute an infinitive verb into the future tense structure -Know how to extend a sentence using an adverbial
	Vocabulary	Revision: Date (Y5 lesson 14) Weather (Y5 lesson 14) Classroom commands (Y3 lesson 3) Tu es prêt(e) – Are you ready? Je suis prêt(e) – I am ready Je suis ici – I am here Présent(e) – Present Il est absent – He is	l'anglais – English le français - French les mathématiques – maths les sciences – science l'histoire – history la géographie- geography le dessin - art le sport – PE la musique -music l'informatique – computing	voici - here is il y a - there is une maison - house un appartement - flat un salon - sitting room une salle à manger - dining room une cuisine - kitchen une salle de bains - bathroom	sur – on sous – under malgré – in spite of hier – yesterday c'était – it was incroyable – unbelievable maintenant – now sans - without	Je vais aller – I am going to go Il va aller – He is going to go Elle va aller – She is going to go On va aller – 'One is' (We are) going to go en / au / aux – to + country	visiter - to visit regarder - to watch d'abord - first of all plus tard - later on le musée - museum le château - castle la plage - beach le zoo - zoo

		absent Elle est absente – She is absent As-tu? Have you? un stylo – pen un crayon – pencil un taille-crayon – pencil sharperner une gomme – rubber un pantalon – trousers un pull - jumper une chemise – shirt une jupe - skirt un sweat - sweatshirt une cravate - tie j'aime le bleu – I like blue je n'aime pas le rouge - I don't like red c'est laid - it's ugly c'est moche - it's awful (familiar) c'est super – it's great c'est jolie – it's pretty	l'éducation religieuse - RE parce que – because c'est – it is difficile – difficult monotone – boring pénible – burdensome / painful amusant – fun intéressant - interesting facile – easy un peu – a bit trop - too assez – quite dans - in avec - with par - by sans - without pour - for / in order to sur - on	un garage - garage un balcon - balcony un jardin - garden une chambre - bedroom petit - small grand - big joli - pretty superbe - superb magnifique - magnificent immense - immense/huge de luxe - luxurious en haut - upstairs en bas – downstairs une fenêtre - a window une piscine - a swimming pool		à – to + town (La) France (f) - France (L') Italie (f) - Italy (L') Espagne (f) - Spain (L') Écosse (f) - Scotland (Le) Portugal (m) - Portugal (Les) États-Unis (mpl) – USA en train - by train en voiture - by car en car - by coach en avion - by plane en bateau - by boat rester - to stay dans - in un hôtel - hotel un appartement - apartment/ flat 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	le jardin public – public gardens la piscine - swimming pool le centre commercial - shopping centre le parc d'attractions - fairground un match de - a match of
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