

French Y5/6 Cycle B					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
Autumn 1 Revisions KPIs <i>Can:</i> <i>Participate in brief conversations about themselves and others.</i>	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Culture: European Day of Languages	Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ille/illes/eiz e/ce/ze/qu	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular	Speak confidently (words, phrases, sentences) Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
Autumn 2 - Time - Daily Routines KPIs <i>Can</i> <i>:Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i>	Recall and revisit 0-60 Question to ask the time O'clock/half past times in French Simple daily routine sentences Story : Daily life of a super hero Culture: Remembrance Christmas	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/abl e/ile	Time question and phrases – for o'clock times and half past 1 st /2 nd person singular questions and answers about daily routines	Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model	Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write
Spring 1 Homes and Houses	House and home nouns	Silent letters t/s/h	Consolidate: adjectives of	Speak confidently (words, phrases).	

KPIs Can: <i>Understand brief descriptions of items in a house</i> <i>Use a sequence of simple sentences with nouns and adjectives to describe a house</i> <i>Ask and answer where something is, using prepositions of place.</i>	Adjectives to describe the house Prepositions of place Story : A spooky house Culture : Mondrian's house and furniture Boardgame: Escape from the castle Culture: Epiphany	Sound Spellings ans/oo/all/ou/er/isme	colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 2 • Investigating sports KPIs Can: <i>Say and write nouns for sport</i> <i>Identify cognates and semi-cognates</i> <i>Express a like/dislike of a sport</i> <i>Identify and attempt to use parts of the present tense of jouer</i> <i>Give an opinion</i> <i>Say and write a description of a sport.</i>	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in France Culture: World Book Day Carnival Easter April fool's- Poisson d'avril	Silent letters t/s/h Sound spelling ôme/ûche/gne/use/aut	Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Practise with a friend Write simple sentences using a model	

Summer 1 At the funfair KPIs <i>Can:</i> <i>Understand information about a theme park</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things</i> <i>Write a simple statement about favourite things</i>	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture: Theme parks in France Asking for snacks and drinks Euros and recall of numbers 0-100	Sound spelling ait/ou/ai	Identifying cognates/semi cognates Consolidate use of adjectives with nouns in French Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language	
Summer 2 Performance KPIs <i>Can:</i> <i>Understand a simple short café sketch</i> <i>Develop and adapt a simple short sketch and add new language</i> <i>Participate in a sketch</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i> <i>Compile over time and</i>	Revisit and extend roleplay language to create a café sketch and performance Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle:		Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended	

<i>write a sequence of short texts to describe themselves and the things they like.</i>	using our language detective skills to explore another language.		verbs/ nouns. adjectives and conjunctions	sentences using a model.	
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Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 3-4 (Cycle B) children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

