

CURRICULUM MAP (Long term plan)

SUBJECT : French

YEAR GROUP : 6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Où j’habite Countries Nationalities Languages Area description Compass points Weather</p> <p>Grammar: adjectival agreement (e) Il fait + weather J’habite Je suis Il y a à/en/au + country</p>	<p>Mes passe-temps Sports Activities Instruments Weather</p> <p>Grammar : jouer au + sports faire du/de l’ + activity Il/elle + sports/activities J’aime + infinitive ne and pas pas de/d’ opinion verbs quand / si + weather</p>	<p>On se décrit Describing hair and eyes Body parts Physical description</p> <p>Grammar: plurals Adjectival agreement (singular and plural) Word order: adjectives after nouns Masculine, feminine and plural Un/une/des Avoir: Je/il/elle Etre: Je/il/elle</p>
Disciplinary knowledge - what skills are practised?	<ul style="list-style-type: none"> ● Recognising vocabulary (listening and reading) ● Adapting, extending and improving model sentences (writing and speaking). ● Learning the spelling of words and pronunciation of high frequency vocabulary (reading and speaking) ● Making language connections across French in order to decode: L’italien, L’Italie. <p>Phonics: è, apostrophes, é, silent s,</p>	<ul style="list-style-type: none"> ● ● <p>Phonics: silent s/t/c/h, que, è, é, in, tion</p>	<ul style="list-style-type: none"> ● Recognising vocabulary (listening and reading) ● Adapting, extending and improving model sentences (writing and speaking). ● Learning the spelling of words and pronunciation of high frequency vocabulary (reading and speaking) ● Understanding the sentence formation between the two languages may not be the same

			Phonics: eux, ais, silent s/t/d, é, ez, je
Key questions (What is the learning about?)	<p>Can I say where I come from?</p> <p>Can I say what nationality I am?</p> <p>Can I describe my region?</p> <p>Can I recognise some French rivers and mountains?</p> <p>Can I use compass points to describe location?</p> <p>Can I recognise weather phrases and link them logically to a country?</p>	<p>Can I say the names for different sports, instruments and activities?</p> <p>Can I pronounce these words accurately?</p> <p>Can I use jouer à + sports?</p> <p>Can I use faire de + activities?</p> <p>Can I use pas de/d'?</p> <p>Can I use jouer de + instruments?</p> <p>Can I describe my opinion of an activity?</p>	<p>Can I describe my hair colour?</p> <p>Can I describe my colour?</p> <p>Can I describe my size?</p> <p>Can I name different parts of my body?</p> <p>Can I form plurals?</p> <p>Can I agree colours to nouns correctly?</p> <p>Can I describe somebody else?</p>
Assessment	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check - Reading End of term test – Listening</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check - Pronunciation (Reading aloud) End of term test - Translation French to English</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check - Grammar : adjectival agreement / writing End of term test - Group presentation (read aloud) on describing themselves</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Oracy - speaking in full sentences with good pronunciation and accent.</p> <p>Literacy - use of formal English to decode language.</p> <p>Writing grammatically accurate sentences. (eg italien V Italian – use of capitals, to say “in” + countries applying gender rules)</p>	<p>Oracy – speaking in full sentences with good pronunciation and accent.</p> <p>Literacy - use of formal English to decode language.</p> <p>Writing grammatically accurate sentences. (eg pas de/d')</p>	<p>Oracy – speaking in full sentences with good pronunciation and accent.</p> <p>Literacy - use of formal English to decode language.</p> <p>Writing grammatically accurate sentences. (eg blue eyes - colour after the noun)</p>
Cross Curricular Opportunities	Geography: flags, weather, compass points, reviewing a map of France	Geography – weather, sports in French speaking countries – e.g. water sports or alpine sports.	Biology: names of body parts.

	and identifying its key cities, rivers and mountain ranges.	P.E. - understanding windsurfing, pétanque.	Science – describing the shape and colours of planets
Equality and Diversity	Diverse representation used with slides presented to children.	Diverse representation used with slides presented to children.	Diverse representation used with slides presented to children.
SMSC / Character/Careers /Cultural Capital (Personal development)	European Day of Languages assemblies. Developing knowledge of a French speaking country Children are provided with the opportunity to learn in a variety of ways e.g. partner/ group work.	Reading aloud in a foreign language. Children are provided with the opportunity to learn in a variety of ways e.g. partner/ group work.	Group presentations within the class. Children are provided with the opportunity to learn in a variety of ways e.g. partner/ group work.
Super Curriculum (Personal development)	European day of languages competition Linguascope - beginner section	Prepare a presentation that talks about what sports are popular amongst French children (self-study) Linguascope - beginner section / Pâques	Design and describe an alien using shape/number and colours Linguascope - beginner section