

Herrick Primary School - M.F.L. overview - Year 6

Term	Content	Key skills and activities
1	<p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: Je n'ai pas de As-tu...? Recap of clothes vocabulary from lesson 4 + des chaussures, des chaussettes, un sweat Recap of expressing opinions from Y3, Y4, Y5: J'aime, Je n'aime pas Justifying opinions: Je n'aime pas le rouge C'est + adjective Recap of family members from Y4 Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à Recap of quantifiers from Y3, Y4, Y5: Très, assez</p>	<p>Initiate and sustain conversations Re-use previously learned language in a new context Discuss language learning and reflect on how to memorise and recall language Understand the formation of a basic negative sentence Perform a sketch in French to an audience Present oral work confidently, speaking clearly and audibly with good pronunciation Understand key details from an authentic text Make predictions based on existing knowledge Use a dictionary Evaluate work Match sound to sentences and paragraphs Add two short verses to a rhyming poem Understand details, including opinions, from spoken passages Construct a short paragraph by adapting a model Join in two playground games in French Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions Follow a story as it is read aloud, demonstrating understanding Recognise agreements and patterns in the foreign language Listen for clues to meaning - e.g. tone of voice Understand that some nouns for occupations change their spelling in relation to gender</p>

Recap of adjectives from Y4:

Sympa, intelligent, amusant

Sportif/sportive

Beau/belle

Recap of verb être from Y4 and Y5:

Il est, elle est

Occupations vocabulary:

Médecin

Vendeur vendeuse

Serveur serveuse

Agent de police

Professeur

Recap of family members from Y4 and from

Y6 lesson 4

Phrases to use when playing games in

French:

Donne-moi

A toi

A moi

S'il te plaît

Merci

Understand key details from a short, spoken passage

Match sound to sentences and paragraphs, by re-ordering lines from a song

Recognise that word order may vary between languages

Use a dictionary to find additional nouns to construct short sentences

- il est infirmier

Play a game using phrases in French

Recognize adjectival agreements in a short text

Read aloud phrases from a text using a variety of voices and expression

Prepare songs and sketches for a performance

Listen for clues to meaning - tone of voice, key words

Sing French songs with accurate pronunciation

Speak audibly and clearly when performing to an audience

<p>2</p>	<p>Recap of phrases from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici Une maison Un appartement Receptive use of eight rooms of the house Recap of adjectives from Y4: Petit, grand, superbe, magnifique + Immense, deluxe, en haut, en bas Une fenêtre Une piscine Recap of prepositions from Y5 + Sur, sous Recap of repetition requests from Y3 and Y4: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français? Furniture vocabulary Recap of stalling strategies from Y5</p>	<p>Sing French songs with accurate pronunciation Speak audibly and clearly when performing to an audience Match sound to individual word in a list of nouns Identify the sounds of some letters of the alphabet Be aware of cultural differences in housing at home and abroad Reflect on techniques for memorizing language Re-use known language in a new context Recognise and practise the French vowel sounds Identify and substitute nouns in a sentence Contribute to a shared writing task, describing an ideal home Produce own piece of writing, adapting a model Memorise and perform a verse from a song Evaluate work Understand the gist of an audio recording, matching adjectives to nouns Identify different text types Identify nouns and adjectives contained in a text Sort word cards into nouns, verbs, adjectives, prepositions Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs Recognise potential hazards when using dictionaries and how abbreviations can help Read phrases with appropriate intonation and expression Ask for repetition/clarification in French Revise the sound of the letter i in French Use knowledge of pronunciation patterns to create a rap</p>
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		<p>Sustain an unrehearsed conversation of at least four exchanges</p> <p>Use stalling strategies as appropriate</p> <p>Read for enjoyment</p>
3	<p>Recap of days of the week and months of the year from Y3, Y4 and Y5</p> <p>Recap of verb aller from Y5: on va</p> <p>On va aller, partir</p> <p>On va rester dans...</p> <p>Un hôtel, un appartement, un gîte, un camping</p> <p>On va aller, prendre</p> <p>Recap of means of transport from Y4: En bateau, en avion, en voiture, en train</p> <p>On va visiter, regarder</p> <p>D'abord, plus tard</p> <p>Names of places to visit</p>	<p>Understand that French is spoken in many countries throughout the world</p> <p>Use the internet to research climate</p> <p>Choose a country for the holiday and select dates</p> <p>Make predictions about meaning based on existing knowledge</p> <p>Write short sentences, using a model</p> <p>Use the internet to research different types of accommodation</p> <p>Write a short letter to book accommodation, adapting a model</p> <p>Use a dictionary as appropriate</p> <p>Use the internet to research travel options</p> <p>Use the internet to research food typical of the country</p> <p>Write short sentences outlining holiday plans, adapting a model</p> <p>Read authentic texts for enjoyment and for information</p> <p>Use the internet to research places of interest at holiday destination</p> <p>Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense</p> <p>Use a dictionary as appropriate</p> <p>Prepare presentation for next lesson in relation to holiday plans and the area to be visited</p> <p>Consider material to be used in the presentation/performance: cultural information - food, climate, places of interest, festivals;</p>

		<p>songs, dances, music</p> <p>Use support material appropriately and adapt suggested models</p> <p>Plan and prepare collaboratively and analyse what needs to be done to carry out the task</p> <p>Perform to an audience</p> <p>Recall key vocabulary and structures learned during the year</p> <p>Work collaboratively to answer quiz-type questions</p>
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