

Sandon Primary Academy: French Overview

Year 6			
	Autumn	Spring	Summer
	<p>Miam Miam!</p> <p>Pupils will:</p> <ul style="list-style-type: none">bring together several areas they have learned, allowing them to build on their prior learning and apply it within a new context.use their knowledge of numbers in relation to money when paying for items of food in a café and their language detective skills to interpret authentic French menus.explore the french poem “L’Oiseau du Colorado” by Robert Desnos	<p>Eurovision</p> <p>Pupils will:</p> <ul style="list-style-type: none">learn, revisit and add to their repertoire of vocabulary around opinions/emotions when responding to songs.use familiar words and phrases combined with new vocabulary to describe songs to make links between spellings, sounds and rhymes.use the idea of the Eurovision Song Contest to write their own original song.	<p>Spanish</p> <p>Pupils will:</p> <ul style="list-style-type: none">Pupils use their knowledge of the basics of French grammar and vocabulary and apply this to the learning of a new language.Pupils learn about their classmates through Spanish language, focussing on names, birthdays, age and day-to-day conversations.Pupils engage in conversations and greetings; ask and answer simple questions ; understand key vocabulary linked to the theme of developing friendship, including birthdays, names and age.

Basic key vocabulary

Food, café, numbers 1- 50, types of music, descriptions, people

Spanish - Greetings/ family, numbers 1- 10

<p>Commander</p> <p>Combien coûte . . . ?</p> <p>La carte</p> <p>Un café</p> <p>Un chocolat chaud</p> <p>Une citronnade</p> <p>Un thé</p> <p>Un jus d'orange</p> <p>L'eau</p> <p>Un verre</p> <p>Payer l'addition</p>	<p>To order</p> <p>How much does . . . Cost?</p> <p>The menu</p> <p>A coffee</p> <p>A hot chocolate</p> <p>A lemonade</p> <p>A tea</p> <p>An orange juice</p> <p>Water</p> <p>A glass</p> <p>To pay the bill</p>	<p>La musique</p> <p>La musique populaire</p> <p>Le rap</p> <p>Le rock</p> <p>Le temps</p> <p>Le rythme</p> <p>Une chanson</p> <p>Un musicien</p> <p>Un chanteur</p> <p>Chanter</p> <p>Interpréter</p>	<p>Music</p> <p>Pop music</p> <p>Rap music</p> <p>Rock music</p> <p>The beat</p> <p>The rhythm</p> <p>A song</p> <p>A musician</p> <p>A singer</p> <p>To sing</p> <p>To perform</p>	<p>Hola / Buenas días / Buenas tardes / buenas noches</p> <p>Adiós</p> <p>Por favor</p> <p>Gracias</p> <p>Lo Siento</p> <p>Sí / No</p> <p>Como te llamas? / Me llamo . . .</p> <p>Mucho Gusto</p> <p>Cómo estás?</p> <p>Estoy bien / Así Así / No tan bien</p>	<p>Hello / good day / good evening / good night</p> <p>Good bye</p> <p>Please</p> <p>Thank you</p> <p>Sorry</p> <p>Yes / no</p> <p>What is your name? / My name is . . .</p> <p>Nice to meet you</p> <p>How are you?</p> <p>I am good / so-so / bad</p>
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- Pupils are able to draw on knowledge of French phonics to pronounce words and derivatives with minimal teacher instruction
- Pupils consistently demonstrate the difference between masculine and feminine nouns and pronouns, and their influence on adjectives.
- Pupils are exposed to simple present verb conjugations of the verb “to eat and “to drink”.
- Pupils learn about and use their understanding of the grammatical structure behind French numbers 0-100 and apply it to the context of money.

- Pupils are able to draw on knowledge of French phonics to pronounce words and derivatives with minimal teacher instruction
- Pupils consistently demonstrate the difference between masculine and feminine nouns and pronouns, and their influence on adjectives.
- Pupils are exposed to simple present verb conjugations of the verb “to sing”, as well as expression of opinion.
- Pupils demonstrate understanding of prepositional phrases and how the articles for these differ depending on the location.

- Pupils are able to draw on knowledge of French phonics to pronounce new Spanish words and derivatives with some teacher instruction.
- Pupils are taught to listen attentively to spoken language and show an understanding by joining in and responding.
- Pupils learn and demonstrate understanding of Spanish pronouns, and can use them when describing their friends. Pupils are exposed to simple sentence structure and learn these phrases, their translations and the basic grammatical underpinnings of Spanish language through discussion of masculine versus feminine pronouns.

	<p>French Poem</p> <p>Patterns and sounds of language are explored through texts (including poetry) and French videos. Pupils present ideas orally and in written form, working towards a final piece of a French poem in the style of Robert Desnos</p>	<p>Original Song + Analysis</p> <p>Patterns and sounds of language are explored through descriptive texts and videos in French. Pupils present ideas orally and in written form, working towards a final piece of an original song and song analysis in French.</p>	<p>Class Year book</p> <p>Patterns and sounds of language are explored through reading and sound files. Pupils present ideas orally and in written form, working towards a final piece of a class year book in Spanish.</p>
	<p>Links to National Curriculum. By the end of UKS2, pupils will be able to . . .</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and 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 intonation so that others understand when they are reading aloud or using familiar words and phrases • 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 the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing 		<p>Ongoing vocabulary development</p> <ul style="list-style-type: none"> • Bonjour - hello • Au revoir - goodbye • Ca va? - How are you? • Écoutez–listen • Regardez–look • Répétez–repeat • Activité d’équipe–Group activity • Taisez vous–voices off • Parlez–talk • Discutez–discuss • Parlez avec votre voisin–turn to your partner • Travaillez–work • Travaillez en équipe–Work as a team • Travaillez tout seul–Work independently
<p>Y6 Key phonemes</p>	<p>Revision of all phonemes taught as required</p>		<p>Spanish phonemes:</p> <p>Soft c, z, j/ soft g, a, e, i, o, u, r/rr, hard g, hard c, ll ñ</p>
<p>Y6 Key Grammar points</p>	<p>HFV avoir, être and aller, (full conjugation), je peux + infinitive, perfect (past tense)</p>		<p>Grammar points:</p> <p>Gender/ adjective and word order/ articles as el/la/los/las and un/una/unos/unas, soy and tengo.</p>
<p>Y6 Key opinion words</p>	<p>J’aime (I Like), Je déteste (I hate), Je n’aime pas (I don’t like), J’adore (I love), Je voudrais (I would like), Parce que (because) Je prefere (I prefer)</p>		<p>Opinion words</p> <p>Me gusta (I like) Me encanta (I love), no me gusta (I do not like)</p>