

Ashbrook Junior School French Curriculum



Year 3 Skills Overview

Speaking	Listening	Reading	Writing
<p>Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience.</p> <p>https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zgnwr2p (Talking about myself)</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</p>	<p>Recognise some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation. learn and remember new words encountered in reading</p>	<p>Write some single words from memory. Use simple adjectives such as colours and sizes to describe things orally. Record descriptive sentences using a word bank.</p>
<p>Grammar</p>	<p>Show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English. https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3</p> <p>Name the first and second person singular subject pronouns.</p> <p>Use the correct form of some regular and high frequency verbs in the present tense with first and second person. https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zy9dg7h</p> <p>Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3</p> <p>Recognise and use the first person possessive adjectives (mon, ma, mes).</p>		

Year 3 Unit 1: Where is France? (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- **France** is in **Europe**
- The official language of France is **French**
- The currency in France is the **euro**
- The capital city of France is **Paris**
- Some other cities in France are Lyon, Marseille, Bordeaux and Toulouse
- Able to locate France on a map of Europe

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



Links to learning in Y3/4:



Year 4 Unit 1: Where in the world speaks French?

Links to learning in Y5/6:



- Year 5 Unit 1: French festivals
- Year 6 Unit 1: French history

Year 3 Unit 2: Numbers and alphabet (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Numbers to 30 **un(e), deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, sieze, dix-sept, dix-huit, dix-neuf, vingt, trente**
- The alphabet
- <https://www.bbc.co.uk/bitesize/topics/zx3xwnb/articles/zm993j6> (pronouncing consonants)
- <https://www.bbc.co.uk/bitesize/topics/zx3xwnb/articles/zbwq96f> (pronouncing vowels)

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 2: Numbers and the alphabet

 Links to learning in Y5/6:

- Year 5 Unit 2: Numbers beyond 100
- Year 6 Unit 2: French Maths

Year 3 Unit 3: All about me (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- A range of ways to greet each other: **bonjour, salut, au revoir**
- Introducing each other: **Comment t'appelle tu?; Je m'appelle...**
- Asking questions: **ca va?**
- <https://www.bbc.co.uk/teach/supermovers/articles/zwvtp4j> (talking about myself song)
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zf84d6f> (children introducing themselves)

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 3: My family and me

 Links to learning in Y5/6:

- Year 5 Unit 3: My family and friends
- Year 6 Unit 3: My community

Year 3 Unit 4: My Home (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- How to describe where they live: **Où habites-tu? J'habite a.... J'habite dans une ville.**
- **J'habite dans... une maison; un appartement**
- Names for rooms in the home: **une chambre; la salle de bain; le salon; la salle à manger; la cuisine; le bureau; le jardin; le sous-sol**
- Basic adjectives to describe the home and the rooms: **petite, grande**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 4: My Home

 Links to learning in Y5/6:

- Year 5 Unit 4: My Home
- Year 6 Unit 4: My Home

Year 3 Unit 5: Colours (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Colours of the rainbow: **les couleurs; rouge; orange; jaune; vert; bleu; indigo; violet**
- Other basic colours: **noir; blanc; gris; marron; brun**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z634kmn>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 5: Colours

 Links to learning in Y5/6:

- Year 5 Unit 5: Colours
- Year 6 Unit 5: Colours

Year 3 Unit 6: Animals (Pets) (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Names of family pets: **un chat; un chien; un cheval; une souris; une tortue; un oiseau; un lapin; un poisson rouge; une araignée; un serpent; un hamster; un cochon d'Inde; un perroquet**
- Likes and dislikes: **J'aime... Je n'aime pas...**
- Introducing their pet: **As-tu un animal? Non, je n'ai pas d'animal. Oui, j'ai...**
- <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/z78wjhv>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 6: Animals

 Links to learning in Y5/6:

- Year 5 Unit 6: Animals
- Year 6 Unit 6: Animals

Year 3 Unit 7: Food (3 lessons)

 What children need to know/ be able to do by the end of this unit:

- Food and drink found on a simple café menu: **un sandwich au fromage; un sandwich au jambon; des frites; un croissant; une part de gâteau; un café; un thé; un jus d'orange; de l'eau; un chocolat chaud**
- Food found at the butchers: **la boucherie; la viande; du bœuf; du poulet; du la dinde; des saucisses**
- Food found at the bakers: **la boulangerie; la pâtisserie; une baguette; un croissant; un pain au chocolat; une tarte aux pommes; un gâteau;**
- How to ask for food at a café, butchers or bakers: **Qu'est-ce que vous désirez? Que désirez vous? Je voudrais ... s'il vous plaît. C'est combien?**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zfmq4xs>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 7: Food

 Links to learning in Y5/6:

- Year 5 Unit 7: Food
- Year 6 Unit 7: Food

Year 3 Unit 8: Calendar (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Days of the week: **lundi; mardi; mercredi; jeudi; vendredi; samedi; Dimanche**
- <https://www.bbc.co.uk/teach/class-clips-video/articles/zv2jmfr>
- **On est quel jour? On est... C'est...**
- Months of the year: **les mois; janvier; février; mars; avril; mai; juin; juillet; août; septembre; octobre; novembre; décembre**
- **Quel mois est-il? It est...**
- Spelling of days and months in French have a lower case first letter (not a capital as used in English) unless at the start of a sentence

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 8: Calendar

 Links to learning in Y5/6:

- Year 5 Unit 8: Calendar
- Year 6 Unit 8: Calendar

Year 3 Unit 9: Clothing (3 lessons)

 What children need to know/ be able to do by the end of this unit:

- Introduce body parts: **la tête; les épaules; les genoux; les pieds; les yeux; les oreilles; la bouche; le nez**
<https://www.bbc.co.uk/teach/class-clips-video/articles/zn84d6f> (body parts)
- Basic items of clothing: **les vêtements; un pull; une robe; une jupe; un pantalon; un jean; un t-shirt; des chaussettes; des chaussures; un chapeau; des baskets**
- **Qu'est-ce que tu portes? Je porte... Le weekend, je porte**
- School uniform: **l'uniforme scolaire; À l'école, je porte...**
- <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/z474bdm>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 9: Clothing

 Links to learning in Y5/6:

- Year 5 Unit 9: Clothing
- Year 6 Unit 9: Clothing

Year 3 Unit 10: Shopping (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Currency: **euro; cent; centimes**
- 1 euro = 100 (cent) centimes
- Asking how much something is: **C'est combien?**
- Pocket money: **l'argent de poche**
- **Les magasins; sur Internet; les jeux; les bonbons; les vêtements**
- **Ça coûte moins cher. Ça coûte plus cher. Ça coûte trop cher.**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 10: Shopping

 Links to learning in Y5/6:

- Year 5 Unit 10: Shopping
- Year 6 Unit 10: Shopping

Year 3 Unit 11: Holidays (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Vocab about holidays: **en vacance; au bord de al mer; à une ville; à la campagne; à la montagne; à l'étranger; faire du ski;**
- **Tu vas où en vacances? Je vais...**
- Country names in French: **la France; la Grèce; l'Espagne; l'Irlande; le Portugal; le Maroc; les Etats-Unis**
- **Je vais en France** (feminine countries)
- **Je fais au Portugal** (masculine countries)
- **Je vais aux Etats-Unis** (plural)
- **J'aime** – I like

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 11: Holidays and celebrations

 Links to learning in Y5/6:

- Year 5 Unit 11: Holidays and celebrations
- Year 6 Unit 11: Holidays and celebrations

Year 3 Unit 12: My Town (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Transport in/to their town: **en voiture; à pied; en vélo; en bus; en train;**
- **Je vais en ville...**
- Words to describe shops and features of their town: **en cinéma; une église; une piscine; des magasins; une banque; un parc**
- **En ville, il y a...;**
- **En ville, je vais... aux magasins; au cinéma; au parc; à l'église; à la piscine; à la banque**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 12: My Town

 Links to learning in Y5/6:

- Year 5 Unit 12: Towns and Cities
- Year 6 Unit 12: Towns and Cities

Year 3 Unit 13: The Weather (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Talking about the weather: **le temps; la météo; il fait froid; il fait chaud; il fait beau; il y a du vent; il y a du soleil; il y a du brouillard; il y a des nuages; il pleut; il neige**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zcskbqt>
- **Quel temps fait-il?**
- Using maps to talk about weather in different places: **À Paris, ... ; À Lille, ...; À La Rochelle, ...; Quel temps fait-il à La Rochelle?**
- <https://www.bbc.co.uk/teach/supermovers/articles/zwxwqfr>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 13: The weather

 Links to learning in Y5/6:

- Year 5 Unit 13: The weather and seasons
- Year 6 Unit 13: Seasons and the Planets

Year 3 Unit 14: Sports (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zpjq4xs>
- Simple phrases to describe what sports they play: **Je joue...; Je joue au sport.**
- Simple sports: **au... foot; rugby; basket; cricket; tennis**
- **Je fais... Je fais de la natation; de l'escalade; de l'equitation; du ski; de vélo**
- **Qu'est-ce que tu fais?**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 14: Sports and Hobbies

 Links to learning in Y5/6:

- Year 5 Unit 14: Sports and Hobbies
- Year 6 Unit 14: Sports and Hobbies

Year 3 Unit 15: School (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- The classroom: **la salle de classe; des tables; des chaises; des cahiers; un tableau blanc; une fenêtre (des fenêtres); une porte**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z4q8g7h>
- **Dans la salle de classe, il y a...**
- **Dans ma salle de classe, il y a...**
- Lessons: **les matières; les maths; le français; l'anglais; les sciences; l'éducation physique; l'histoire; l'art**
- Likes and dislikes of lessons: **J'aime... Je n'aime pas...; mais; j'adore...; je déteste...; Ma matière préférée est...; Quelle est ta matière préférée**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 4 Unit 15: School

 Links to learning in Y5/6:

- Year 5 Unit 15: School
- Year 6 Unit 15: School and the future

Year 4 Skills Overview

Speaking	Listening	Reading	Writing
<p>Ask and answer a range of questions on different topic areas linked to long term plan. Using familiar sentences as models, make varied adaptations to create new sentences. Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Write words and short phrases from memory. Use a range of adjectives to describe things in more detail such as describing someone's appearance Write descriptive sentences using a model but supplying some words from memory,</p>
<p>Grammar</p>	<p>Identify word classes. Name the gender of nouns and the indefinite and definite articles for both genders and use correctly. https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zxnn7yc Say how to make the plural form of nouns. Recognise and use partitive articles (du, de la, de l', des) Use a simple negative form (ne... pas); Give different forms of a high frequency verb (aller – to go) Use simple prepositions in sentences. Use the third person singular and plural of the verb 'être' in the present tense.</p>		

Year 4 Unit 1: Where in the world speaks French? (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- French is an official language in these European countries: Belgium (**la Belgique**), Luxembourg (**le Luxembourg**), Switzerland (**la Suisse**)
- French is an official language in these African countries: Tunisia (**la Tunisie**), Morocco (**le Maroc**), Algeria (**l'Algérie**), Senegal (**le Sénégal**)
- France used to have a large Empire and rule these African countries
- In North America, a large part of Canada is French speaking: Quebec (**le Québec**). France once ruled this part of Canada too.

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 1: Where is France?

 Links to learning in Y5/6:

- Year 5 Unit 1: French Festivals
- Year 6 Unit 1: French history

Year 4 Unit 2: Numbers to 80 (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Counting in 10s: **dix; vingt; trente; quarante; cinquante; soixante; soixante dix; quatre-vingts;**
- Numbers to 80

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 2: Numbers and alphabet

 Links to learning in Y5/6:

- Year 5 Unit 2: Numbers beyond 100
- Year 6 Unit 2: French Maths

Year 4 Unit 3: My family and me (3 lessons)

 What children need to know/ be able to do by the end of this unit:

<https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zcqsxbk>

- Talking about family: **moi; ma sœur; mon frère; ma mère; mon père**
- Introducing parents and siblings: **Voici... Elle s'appelle... Il s'appelle...** <https://www.bbc.co.uk/teach/class-clips-video/articles/zf7tgwx>
- Introducing grandparents: **ma grand-mère; mon grand-père**
- Asking about someone else's family: **Comment s'appelle ta mère? Ma mère s'appelle...; Comment s'appelle ton père? Mon père s'appelle...**
- Talking about illnesses: **Je suis malade; J'ai mal à...; J'ai mal au bras; J'ai mal aux dents; J'ai un rhume; J'ai la grippe; J'ai de la fièvre; Je suis fatigué** (boys); **Je suis fatiguée** (girls)
- Body parts: **la tête; la gorge; le ventre; le bras; les dents; les yeux; la jambe**
- Asking someone's age: **Quel âge as-tu? J'ai _____ ans.**
- Introducing themselves: **Bonjour! Je m'appelle _____ et j'ai _____ ans.**
<https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zwqxdp3>
- Saying other people's ages: **Il a _____ ans. Elle a _____ ans.**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 3: All about me

 Links to learning in Y5/6:

- Year 5 Unit 3: My family and friends
- Year 6 Unit 3: My community

Year 4 Unit 4: My home (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Describing the size of a home: **grande; petite**
- **[Retrieval of names for rooms from Y3]**
- Things you'll find in each room (household appliances, etc.)
- **Dans _____ , il y a _____**
- **Dans le salon, il y a.... un canapé; une television**
- **Dans la cuisine, il y a ... un four; un frigo**
- **Dans la chambre... un lit; une armoire**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 4: My home

 Links to learning in Y5/6:

- Year 5 Unit 4: My home
- Year 6 Unit 4: My home

 What children need to know/ be able to do by the end of this unit:

- **[Retrieval of names for colours of the rainbow from Y3]**
- Begin to explore descriptions such light and dark: **clair; foncé**
- Metallic colours: **doré; argenté; cuivré; bronze**
- <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/z634kmn>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



Links to learning in Y3/4:

- Year 3 Unit 5: Colours



Links to learning in Y5/6:

- Year 5 Unit 5: Colours
- Year 6 Unit 5: Colours

 What children need to know/ be able to do by the end of this unit:

- Zoo animals: **un tigre; un lion; un rhinocéros; un zèbre; un éléphant; une girafe; un crocodile; un kangourou; un flamant rose; un ours; un chameau; une grenouille; un gorille; un manchot; un singe**
- **Qu'est-ce qu'il y a au zoo? Il y a... des [some]; Au zoo, il y a...**
- <https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/z78wjhv>
- Farm animals: **les animaux de la ferme; une vache; une chèvre; un cheval; un canard; un cochon; une poule; un mouton; une dinde; un chien; un chat; un taureau; une oie**
- **Qu'est-ce qu'il y a à la ferme? Il y a...**

Opportunities for Speaking:




Opportunities for Reading:




Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 6: Animals (pets)

 Links to learning in Y5/6:

- Year 5 Unit 6: Animals
- Year 6 Unit 6: Animals

Year 4 Unit 7: Food (At the Supermarket) (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Areas of a supermarket: **au supermarché; le rayon fruits et legumes; le rayon boulangerie; le rayon boucherie; le rayon crèmerie; le rayon enfants**
- Food found in the supermarket: **Du lait; des pommes; des jouets; des carottes; du pain; des fraises; du beurre; de Poulet**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zfmq4xs>
- **Un chariot; un panier; les caisses**
- **C'est combien?**
- <https://www.bbc.co.uk/teach/class-clips-video/articles/z7ynvk7> (shopping at the supermarket)

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 7: Food

 Links to learning in Y5/6:

- Year 5 Unit 7: Food
- Year 6 Unit 7: Food

Year 4 Unit 8: Calendar (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- **[Retrieval of names of days and month from Y3]**
- **[Retrieval of numbers to 31 from Y3]**
- Speaking and writing the date
- **Quelle est la date d'aujourd'hui? C'est le... premier**
- Time words – tomorrow **demain**, today **aujourd'hui**

- 12 hour clock: o'clock times
- **Quelle heure est-il? Il est...heure(s).**

Opportunities for Speaking:




Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 8: Calendar

 Links to learning in Y5/6:

- Year 5 Unit 8: Calendar
- Year 6 Unit 8: Calendar

Year 4 Unit 12: My town (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- RECAP FROM Y3: **en voiture; à pied; en vélo; en bus; en train; Je vais en ville...; en cinéma; une église; une piscine; des magasins; une banque; un parc; En ville, il y a...; En ville, je vais...**
- How to get to places in the town (directions): **Où est...?; Tournez à gauche. Tournez à droite. Continuez tout droit. C'est à gauche. C'est à droite.**

Opportunities for Speaking:




Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 12: My town

 Links to learning in Y5/6:

- Year 5 Unit 12: Towns and Cities
- Year 3 Unit 12: Towns and Cities

Year 4 Unit 13: The weather (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Weather in the present tense RECAP FROM Y3: **le temps; il fait froid; il fait chaud; Il fait beau; il y a du vent; il y a du soleil; il y a du brouillard; il y a des nuages; il pleut; il neige; Quel temps fait-il?**
- Weather in the past tense: **hier; la semaine dernière; il y a deux jours; Quel temps faisait-il? Quel temps faisait-il hier? Hier, il faisait...; il y avait...**
- **Il y a ---- il y avait**
- **Il fait ---- il faisait**
- **Il pleut ---- il pleuvait**
- **Il neige ---- il neigeait**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zcskbqt>

Opportunities for Speaking:




Opportunities for Reading:




Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 13: The weather

 Links to learning in Y5/6:

- Year 3 Unit 13: The weather and seasons
- Year 3 Unit 13: Seasons and the planets

Year 4 Unit 14: Sports and Hobbies (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Talk about playing sport: RECAP FROM Y3: **Je joue...; Je fais...;**
- Talking generally about sport: **Jouer au...; Faire du...**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zpjq4xs>
- Talking about hobbies: **les loisirs; les passe-temps; jouer de la guitare; faire du shopping; écouter de la musique; la lecture; jouer à la console;**
- Talking about what you like/dislike: **j'aime...; je n'aime pas...; Qu'est-ce que tu aimes faire comme loisirs? J'aime.... et j'aime....; J'aime... mais je n'aime pas...** <https://www.bbc.co.uk/teach/class-clips-video/articles/z4hxpg8>

Opportunities for Speaking:




Opportunities for Reading:



Opportunities for Writing:




 Links to learning in Y3/4:

- Year 3 Unit 14: Sports

 Links to learning in Y5/6:

- Year 5 Unit 14: Sports and Hobbies
- Year 6 Unit 14: Sports and Hobbies

Year 4 Unit 15: School (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- RECAP FROM Y3: **la salle de classe; il y a...; des tables; des chaises; des cahiers; un tableau blanc; une fenêtre; une porte; Dans la salle de classe, il y a... et...; Dans ma salle de classe, il y a... et...;**
- Lessons: **les matières; les maths; le français; l'anglais; les sciences; l'éducation physique; l'histoire; l'art**
- Likes and dislikes of lessons: **J'aime... Je n'aime pas...; mais; j'adore...; je déteste...; Ma matière préférée est...; Quelle est ta matière préférée?**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z4q8g7h>
- New vocab: **la géographie; les technologies; l'espagnol; l'éducation musicale;**
- School timetable: **Le, la première leçon est...; Le, la dernière leçon est...;**
- **Première; deuxième; troisième; quatrième; dernière**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 15: School

 Links to learning in Y5/6:

- Year 5 Unit 15: School
- Year 6 Unit 15: School and the future

Year 5 Skills Overview

Speaking	Listening	Reading	Writing
<p>Take part in conversations and express simple opinions giving reasons. Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types.</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what he/she has heard in the target language. Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>
<p>Grammar:</p>	<p>Demonstrate understanding of gender and number of nouns and use appropriate determiners. Name and use a range of conjunctions to create compound sentences. Demonstrate the use of first-, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement. Explain and use elision; state the differences and similarities with English. Recognise and use the simple future tense of a high frequency verb; compare with English. Recognise and use the immediate future tense of familiar verbs in the first, second and third person singular. Recognise and use the first- and third-person singular possessive adjectives (mon, ma, mes, son, sa, ses).</p>		

Year 5 Unit 1: French Festivals (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Major festivals: Christmas, Easter, Bastille Day, La Fête des Voisins
- Easter: **Pâques; les cloches de Pâques; la chasse aux œufs; joyeuses Pâques;**
- Easter is celebrated at the same time as in the UK
- Christmas: **Noël; le réveillon de Noël; joyeux Noël**
- Most people in France have their Christmas meal on Christmas Eve (24th December); children leave out a shoe rather than a stocking for **le Père Noël** to leave them gifts;
- **La fête des Rois:** on the 6th January people celebrate the day when the 3 kings visited Jesus by eating **une galette des rois**. There is a small statue of a king hidden in the galette. The person finds the king is king or queen for the day.
- **La Fête Nationale** (Bastille Day) is celebrated on 14th July (**le Quatorze Juillet**) it celebrates the start of **la Révolution française**. There are parades **les défilés** and fireworks **les feux d'artifice**
- **La fête des voisins** is a new celebration to celebrate neighbours **voisins** to get to know people who live near them

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 1: Where is France
- Year 4 Unit 1: Where in the world speaks French?

 Links to learning in Y5/6:

Year 6 Unit 1: French history

Year 5 Unit 2: Numbers beyond 100 (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- RECAP from Y3 and 4: counting in 10s and numbers up to 100
- Numbers beyond 100: **cent (100); deux cents; mille (1000); deux mille; un million(1,000,000); deux millions**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 2: Numbers and alphabet
- Year 4 Unit 2: Numbers to 80

 Links to learning in Y5/6:

- Year 6 Unit 2: French Maths

Year 5 Unit 3: My family and friends (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Recap from Y4: immediate family members
- Introducing wider family members: **ma tante; mon oncle; ma cousine; mon cousin**
- Talking about their friends: **ami/amie mon aim/amie; Voici mon amie, elle s'appelle...; Voici mon ami, il s'appelle...;**
- Using sentences to describe friends and family: **elle a... ans; il a... ans:**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zcqsxbk>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



Links to learning in Y3/4:

- Year 3 Unit 3: All about me
- Year 4 Unit 3: My family and me



Links to learning in Y5/6:

- Year 6 Unit 3: My community

Year 5 Unit 4: My home (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap from Y3&4: talking about where we live and what kind of house we live in; **grande; petit**
- Describing the homes of friends and families
- Describing their street: **la rue; une grande rue; une petite rue; J'habite dans un rue; il y la...; dans ma rue...; Dans ma rue, il y a beaucoup de maisons; Dans ma rue, il y a beaucoup de magasins.**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 4: My home
- Year 4 Unit 4: My home

 Links to learning in Y5/6:

- Year 6 Unit 4: My home

 What children need to know/ be able to do by the end of this unit:

- Recap from Y3: colours of the rainbow
- Recap from Y4: describing shades of colours, such as 'pale green, dark red': **clair; foncé**
- Describing objects using colour: **J'ai les yeux bleus; Il a les cheveux noirs; Elle a les cheveux blonds**
<https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/z9c4f82>
- In French, the colour adjective goes after the noun.
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z634kmn>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



Links to learning in Y3/4:

- Year 3 Unit 5: Colours
- Year 4 Unit 5: Colours



Links to learning in Y5/6:

- Year 6 Unit 5: Colours

Year 5 Unit 6: Animals (3 lessons)

 What children need to know/ be able to do by the end of this unit:

- Animal habitats: recap animal names from Y3 &4: **habiter; vivre; la mer; le desert; la savane; la ferme; la forêt; la jungle; Les lions vivent dans la savane; Les zèbres vivent dans la savane; Les serpents vivent dans la jungle; Les vaches vivent à la ferme.**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z78wjhv>
- Animal likes and dislikes: recap pet names from Y3; **J'aime; Je n'aime pas; J'aime... mais je n'aime pas....** (also recap from Y4 Sports) **J'aime tous les animaux.**
- Describing animals (body parts: recap names of animals; body parts of animals: **les pattes; une queue; un bec; des écailles; des de la fourrure; Le chien a quatre pattes; Le serpent a des écailles;**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 6: Animals
- Year 4 Unit 6: Animals

 Links to learning in Y5/6:

- Year 6 Unit 6: Animals

Year 5 Unit 7: Food (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Likes and dislikes for food: recap ordering food in a café; recap **J'aime** and **Je n'aime pas** from previous units; **Qu'est-ce que tu aimes? J'aime... et je n'aime pas...; J'adore...; Je déteste...; J'adore...mais je déteste...** [provide reminders of food vocabulary from Y3 & 4]
- <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zfmq4xs>
- Healthy eating: recap food vocabulary; **manger sainement; de l'eau; les céréales, les fruits et les légumes; les produits laitiers, du poisson et de la viande; des matières grasses et des produits sucrés; Pour manger sainement, j'aime manger...; beaucoup de...; un peu de**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 7: Food
- Year 4 Unit 7: Food

 Links to learning in Y5/6:

- Year 6 Unit 7: Food

Year 5 Unit 8: Calendar (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Recap from Y3 & 4: days of the week and months of the year
- Telling the time to the hour, half past, etc.; **Quelle heure est-il?; Il est...heures; Il est...heures et demie; Il est...heures et quart; Il est...heures moins le quart** [links to Maths curriculum – telling the time]
- 12 and 24 hour clock [links to Maths curriculum – 12 and 24 hour clock]: **quatorze heures trente (14:30); Il est...heures....;**
- Asking someone the time and how to reply: **Quelle heure est-il?; Il est...heures;**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 8: Calendar
- Year 4 Unit 8: Calendar

 Links to learning in Y5/6:

- Year 6 Unit 8: Calendar

 What children need to know/ be able to do by the end of this unit:

- Recap from Y3/4: clothing vocabulary
- <https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z474bdm>
- Describing outfits, colours and sizes: **À l'école, je porte un uniforme scolaire. Je porte un pantalon noir et un pull bleu.; rayées**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/z634kmn>
- Remember that adjectives for colours come after the noun. Adjectives for size come before the noun. <https://www.bbc.co.uk/teach/class-clips-video/articles/zkhxpg8>
- Clothing preferences of themselves and a friend [recap from previous lessons]: **J'aime porter....; Je n'aime pas porter... Qu'est-ce que tu aimes porter?**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 9: Clothing
- Year 4 Unit 9: Clothing

 Links to learning in Y5/6:

- Year 6 Unit 9: Clothing

Year 5 Unit 10: Shopping at a market (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap from Y3/4: vocab for currency; asking how much things cost
- Weight: **grammes; kilo**
- Shopping for items – conversations: **Bonjour. Que désirez-vous? Je voudrais... s'il vous plait. C'est tou? Qui, c'est tout. C'est combien? Il y a...**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 10: Shopping
- Year 4 Unit 10: Shopping

 Links to learning in Y5/6:

- Year 6 Unit 10: Shopping

Year 5 Unit 11: Holidays and celebrations: Planning a holiday (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Use time words to describe holidays; **Je vais en vacances; dans deux semaines; au mois de mars; cet hiver; cet été; l'année prochaine; la semaine prochaine; Dans...semaines, je vais en vacances. Cet hiver, je vais en vacances.**
- Recap talking about visiting different countries including country names: **Je vais au...; Je vais en...;**
- Using future tense: **Je vais aller en France. Je vais aller aux Etats-Unis.**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 11: Holidays and celebrations
- Year 4 Unit 11: Holidays and celebrations

 Links to learning in Y5/6:

- Year 3 Unit 11: Holidays and celebrations

Year 5 Unit 12: Towns and cities (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap transport vocabulary, names of buildings and describing directions from Y3 and 4
- Sentences to describe towns and cities: **plus grande; plus petit; Londres est plus grand que Paris; Paris est plus petit que Rome; il y a...; il n'y a pas de...; Dans ma ville, il y a...mais il n'y a pas de...**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 12: My town
- Year 3 Unit 12: My town

 Links to learning in Y5/6:

- Year 6 Unit 12: Towns and cities

Year 5 Unit 13: The weather and seasons (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap describing weather
- Seasons: **les saisons; le printemps; l'été; l'automne; l'hiver**
- Weather in each season: **en été; en automne; en hiver; au printemps; En hiver, il fait froid. Au printemps, il pleut. En été,....; En automne,...**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zcskbqt>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 13: The weather
- Year 4 Unit 13: The weather

 Links to learning in Y5/6:

- Year 6 Unit 13: Seasons and the planets

Year 5 Unit 14: Sport and hobbies (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap talking about playing different sports from Y3 & 4 also having different hobbies and talking about likes and dislikes; also days of the week
- Describing a week of sports and hobbies at school: **des activités extrascolaires; Le lundi, je joue au foot. Le mercredi, je chante dans une chorale.**
- <https://www.bbc.co.uk/bitesize/topics/zjcbjr6/articles/zpjq4xs>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 14: Sports
- Year 4 Unit 14: Sport and hobbies

 Links to learning in Y5/6:

- Year 6 Unit 14: Sport and hobbies

Year 5 Unit 15: School (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap vocabulary about school life, classroom, etc. including likes and dislikes
- My future aspirations: **Je veux étudier...; Quand je serai grand, je serai...; Quand je serai grande, je serai...; médecin; architecte; photographe; astronaute; maître/maîtresse**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z4q8g7h>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 15: School
- Year 4 Unit 15: School

 Links to learning in Y5/6:

- Year 6 Unit 15: School and the future

Year 6 Skills Overview

Speaking	Listening	Reading	Writing
<p>Engage in longer conversations, asking for clarification when necessary. Create his/her own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p>	<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs.</p>
<p>Grammar:</p>	<p>Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence. https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3 Use some adverbs. Recognise and use a range of prepositions. Follow a pattern to conjugate a regular verb in the present tense. Choose the correct tense of a verb according to context. Use the third person plural of a few high frequency verbs in the present tense. Name all subject pronouns and use to conjugate a high frequency verb in the present tense. Recognise and use a high frequency verb in the perfect tense and compare with English.</p>		

 What children need to know/ be able to do by the end of this unit:

- Bastille day – **la Fête Nationale; le Quatorze Juillet** [recap from Y5] it celebrates the start of the **la Révolution française**. On the 14th July 1789, the Bastille (a prison in Paris) was stormed and the prisoners released. The people of France had been unhappy with the king and how he ruled the country. This is how they rebelled against him. The revolution lasted for 10 years and ended in 1799. To remember Bastille day you might see parades **les défilés** and fireworks **les feux d'artifice**. After the French revolution, Napoleon Bonaparte ruled France. He led France into a series of wars called the Napoleonic Wars **les guerres napoléoniennes**. France was successful in many of these battles but they were eventually defeated at the Battle of Waterloo. After this, Napoleon no longer ruled France.

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 1: Where is France?
- Year 4 Unit 1: Where in the world speaks French?

 Links to learning in Y5/6:

- Year 5 Unit 1: French Festivals

Year 6 Unit 1: Formal and Informal & Apologies (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Formal and informal greetings: **Bonjour; salut**
- Use of you: **vous; tu**
- Apologies: **je suis désolé(e); pardon; excuse-moi; excusez-moi**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 1
- Year 4 Unit 1

 Links to learning in Y5/6:

- Year 5 Unit 1

Year 6 Unit 2: French Maths (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Addition and subtraction: **l'addition; la soustraction; égale; plus; moins**
- Multiplication and division: **la multiplication; la division; fois; divisé par**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 2: Numbers and alphabet
- Year 4 Unit 2: Numbers to 80

 Links to learning in Y5/6:

- Year 5 Unit 2: Numbers beyond 100

Year 6 Unit 3: My community (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Recap of family and friend vocabulary from Y4 & 5
- Introducing community members such as teachers, religious leaders, neighbours, people who help us: **le voisin; la voisine; le professeur; la professeure; le chef religieux; le médecin; l'infirmier; l'infirmière; le policier; la policière; madame; monsieur; Voici madame Elle est; Voici monsieur... Il est**
- Recap vocabulary about illness from Y4 also vocabulary about body parts from Y4 & 5: **J'ai mal à la tête.; J'ai mal ...;**
- Hospital/GP surgery: **chez le médecin; à l'hôpital; l'infirmier; l'infirmière; le médecin; le médicament; le béquilles; un fauteuil roulant; l'ambulance**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 3: All about me
- Year 4 Unit 3: My family and me

 Links to learning in Y5/6:

- Year 5 Unit 3: My family and friends

Year 6 Unit 4: My home (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Recap vocabulary from Y3,4 & 5 for homes
- Describing where houses are located: **un maison de ville; une maison de campagne; un château; une ferme**
- Comparing size of buildings: **La maison est plus grande que l'appartement.; ...plus grande que..; L'appartement est moins spacieux que la maison; ...moins spacieux que...; La maison de ville est aussi grande que la maison de campagne.; ...aussi grande que...**

Opportunities for Speaking:




Opportunities for Reading:




Opportunities for Writing:




 Links to learning in Y3/4:

- Year 3 Unit 4: My home
- Year 4 Unit 4: My home

 Links to learning in Y5/6:

Year 5 Unit 4: My home

Year 6 Unit 6: Animals (2 lessons)

 What children need to know/ be able to do by the end of this unit:

- Recap animal names from Y3,4 & 5; also recap some body parts from Y5
- Describing animal body parts; **des moustaches; des plumes; une truffe; une gueule; une carapace; des sabots**
- Building sentences to compare or add features of animals:
- **Le chat a des moustaches et de la fourrure.;a.....et.....**
- **Le chien a une truffe mais le perroquet a un bec;a.....mais...a.....**

- Recap habitats of animals: vivre; habiter
- Building sentences to compare where animals live:
- **Les vaches vivent à la ferme mais les chameaux dans le désert.**
- **Les vaches et les cochons vivent à la ferme.;et.....vivent.....**

Opportunities for Speaking:




Opportunities for Reading:




Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 6: Animals
- Year 4 Unit 6: Animals

 Links to learning in Y5/6:

- Year 6 Unit 6: Animals

 What children need to know/ be able to do by the end of this unit:

- Recap food vocabulary and weight vocabulary
- Practise ordering foods in a shop
- **Je voudrais; je voudrais....[number] [item]; je voudrais ...[weight] [item]**
- **Que désirez-vous? Je voudrais...., s'il vous plaît. D'accord, vous voulez autre chose? Oui, s'il vous plaît. C'est combien?**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zfmg4xs>
- Practise ordering foods in a restaurant <https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/zg94ydm>
- **Bonjour, qu'est-ce que vous désirez? Bonjour, je voudrais.... s'il vous plaît.**
- **Vous êtes combien? Nous sommes...**
- **Que voulez-vous comme... l'entrée; le plat principal; le dessert; une boisson; je voudrais...**
- **L'addition, s'il vous plaît.**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 7: Food
- Year 4 Unit 7: Food

 Links to learning in Y5/6:

- Year 5 Unit 7: Food
- Year 5 Unit 10: Shopping at a market

 What children need to know/ be able to do by the end of this unit:

- Recap telling time in French from Y4&5 including 24hr clock
- Describing dates and times linked to timetables – recap school timetables from Y4
- Describing and using arrival and departure times in an airport/railway station: **Le train part à quelle heure? Le train part à ...; Le train arrive à quelle heure? Le train arrive à ...; Le premier train part à quelle heure? Le dernier train arrive à quelle heure?**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 8: Calendar
- Year 4 Unit 8: Calendar
- Year 4 Unit 15: School

 Links to learning in Y5/6:

- Year 5 Unit 8: Calendar

Year 6 Unit 9: Clothing (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap body parts (Year 4) and clothing from Y3,4&5
- Dressing for the weather: **un manteau; une écharpe; des gants; un short; des sandales; des bottes;**
- **Quand il fait froid, je porte...**
- **Quand il fait chaud, je porte...**
- **Quand il pleut, je porte...**

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 9: Clothing
- Year 4 Unit 9: Clothing

 Links to learning in Y5/6:

- Year 5 Unit 9: Clothing

Year 6 Unit 13: Seasons and planets (1 lesson)

 What children need to know/ be able to do by the end of this unit:

- Recap weather and seasons from Y3,4 &5
- Planets in our solar system: **le système solaire; les planètes; le soleil; Mercure; Vénus; Terre; Mars; Jupiter; Saturne; Uranus; Neptune**
- <https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zcskbqt>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 13: The weather
- Year 4 Unit 13: The weather

 Links to learning in Y5/6:

- Year 5 Unit 13: The weather and seasons
- Y5/6 Science – Earth and Space

 What children need to know/ be able to do by the end of this unit:

- Recap sports from Y3,4,&5
- Describing The Olympics: **Les Jeux Olympiques; Les Jeux Paralympiques; la cérémonie d'ouverture; la cérémonie de clôture; la cérémonie de remise des médailles;**
- Olympic events: **l'athlétisme; l'escrime; le judo; la natation;**
- <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zpjg4xs>

Opportunities for Speaking:



Opportunities for Reading:



Opportunities for Writing:



 Links to learning in Y3/4:

- Year 3 Unit 14: Sport and hobbies
- Year 4 Unit 14: Sport and hobbies

 Links to learning in Y5/6:

- Year 5 Unit 14: Sport and hobbies