



Languages Learning Sequence Document – Year 5/6 – 2023/2024

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>The weather</i>	<i>Family</i>	<i>Pets</i>	<i>Olympics</i>	<i>At school</i>	<i>At the weekend</i>
Topic title:	<i>Quel temps fait il?</i>	<i>La Famille</i>	<i>As- tu un animal?</i>	<i>Les Jeux olympiques</i>	<i>En classe</i>	<i>Le- weekend</i>
Language Knowledge NC Focus:	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. describe people, places, things and actions orally and in writing. 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. 	<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. speak in sentences, using familiar vocabulary, phrases and basic language structures. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words. 	<ul style="list-style-type: none"> present ideas and information orally to a range of audiences. describe people, places, things and actions orally and in writing. 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. Read carefully and show understanding of words, phrases and simple writing. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding. 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. describe people, places, things and actions orally and in writing. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words. 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. listen attentively to spoken language and show understanding by joining in and responding. describe people, places, things and actions orally and in writing. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Aim of the unit:	<p>-Repeat and recognise the vocabulary for weather in French.</p> <p>-Ask what the weather is like today.</p> <p>-Say what the weather is like today.</p> <p>-Create a French weather map.</p> <p>-Describe the weather in different regions of France using a weather map with symbols.</p>	<p>-Tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>-Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>-Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>-Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p>-Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</p> <p>-Tell somebody in French if they have or do not have a pet.</p> <p>-Ask somebody else in French if they have a pet.</p> <p>-Tell somebody in French the name of their pet.</p> <p>-Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</p>	<p>-Tell somebody in French the key facts of the history of the Olympics.</p> <p>-Tell somebody in French the key facts of the modern Olympic games.</p> <p>-Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>-Say the nouns in French for key sports in the current Olympic games.</p> <p>-Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</p> <p>-Understand the concept of de la, de l' and du when you say you play a sport in French.</p>	<p>-Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>-Say what they have and do not have in their pencil case.</p> <p>-Recognise and respond to simple classroom commands and praise.</p>	<p>-Ask what the time is in French.</p> <p>-Tell the time accurately in French.</p> <p>-Learn how to say what they do at the weekend in French.</p> <p>-Learn to integrate connectives into their work.</p> <p>-Present an account of what they do and at what time at the weekend.</p>
Prior learning:	<p>-The letter sounds (phonics & phonemes)</p> <p>-How to say your name, age, where you live and nationality.</p>	<p>-Numbers 1-20 and basic personal details from the 'Presenting Myself' unit (Year 3/4)</p>	<p>-The letter sounds (phonics & phonemes)</p> <p>-Vocabulary from 'Je Me Présente' and 'Ma Famille' units.</p> <p>-The difference between a definite and indefinite article/determiner.</p> <p>-That nouns in French have gender and this has an impact on the determiner.</p>	<p>-The letter sounds (phonics & phonemes)</p> <p>-Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in French.</p> <p>-How to decode longer, unknown texts in French.</p>	<p>-The letter sounds (phonics & phonemes)</p> <p>-That j'ai means I have and comes from the verb to have avoir in French.</p> <p>-What a noun and article/determiner is in English.</p> <p>-What a verb is in English.</p>	<p>-Vocabulary for telling the time</p> <p>-The letter sounds (phonics & phonemes)</p> <p>-Time on the hour as presented in the À L'École Progressive unit.</p> <p>-How to give our personal details from memory (name, age and where we live).</p>
Sequence of learning:	<p>1- Introduce the new vocabulary connected to the weather in French.</p> <p>2- To consolidate work on the weather.</p> <p>3- To use new weather language in a listening exercise integrating days of the week.</p>	<p>1- To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in French.</p> <p>2- To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with</p>	<p>1- Learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in French)</p> <p>2- Consolidation of new 'Pets' vocabulary. Use of "J'ai..." ("I have...") plus a pet and we will also introduce the connective "et" ("and")</p>	<p>1-The children will learn to listen attentively to longer passages of French and discover how to decode and breakdown language by looking out for cognates.</p> <p>2-To look at the key facts of the modern Olympic games using story ordering to help decipher and decode meaning. Also look specifically for verbs, adjectives and nouns.</p>	<p>1-Introduce the first set of new vocabulary for classroom objects.</p> <p>2-To revise the classroom objects from the last lesson and integrate the next five objects.</p> <p>3-To consolidate all the vocabulary for classroom objects and introduce j'ai and je n'ai pas de.</p>	<p>1-To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.</p> <p>2-To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.</p>



	<p>4- To learn how to read a weather map and describe the weather in different parts of the country.</p> <p>5- To use all the weather information learnt in this unit to be French weather presenters.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>increasing accuracy and understanding.</p> <p>3- To introduce the language required to ask and answer the target question: <i>As-tu des frères et sœurs?</i> (Do you have any brothers or sisters?)</p> <p>4- To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are.</p> <p>5- To learn how to say and recognise numbers 1-70 in French and use this knowledge to be able to say how old our family members are.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>3- Further development of our French knowledge by introducing, learning and using the structure "qui s'appelle..." ("that is called...")</p> <p>4- Further linguistic progress by learning how to use the negative structure "je n'ai pas de / d'..."</p> <p>5- The children will be shown how to link all their new language together and will also be introduced to a new connective "mais" ("but")</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>	<p>3-To introduce the children to ten French nouns for sports currently in the Olympic games.</p> <p>4-To consolidate all the language covered so far by introducing the verb <i>faire</i> ('to do') as well as a negative option for not doing a particular sport using the structure <i>je ne fais pas de</i>.</p> <p>5-To show the children how to use all the language they have covered in this unit in a real context.</p> <p>6-To consolidate all the language covered so far in the unit by preparing a PowerPoint/oral presentation about Olympic history and current Olympic sports.</p>	<p>4-To consolidate new language <i>j'ai</i> and <i>je n'ai pas de</i>. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case.</p> <p>5-To quickly revise <i>dans ma trousse j'ai</i> and <i>dans ma trousse je n'ai pas de</i> and teach the children simple classroom commands in French.</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>	<p>3-To consolidate the new language activities introduced last week with a variety of activities.</p> <p>4-To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.</p> <p>5-To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>
End Point:	<p>- Recognise and recall the 9 weather expressions in French from memory.</p> <p>-Ask what the weather is today and give a reply in French.</p> <p>-Describe the weather in France, in French using a weather map with symbols.</p>	<p>-Remember the nouns for family members in French from memory.</p> <p>-Describe our own or a fictitious family in French by name, age, and relationship.</p> <p>-Count to 70 in French.</p> <p>-Understand possessive adjectives better in French ('my' form only).</p>	<p>-Know the nouns and indefinite articles for 8 common pets.</p> <p>-Ask somebody if they have a pet and give an answer back.</p> <p>-Say in French what pet we have/do not have and give our pet's name.</p> <p>-Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences.</p>	<p>-Understand the key facts of the ancient and modern Olympics recounted in French. -Learn 10 nouns and articles for common Olympic sports.</p> <p>-Explore the full present tense conjugation of the high frequency verb FAIRE.</p> <p>-Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p>	<p>-Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>-Learn how to use the negative in French.</p> <p>-Describe what we have and do not have in our pencil case.</p> <p>-Respond to simple classroom commands.</p>	<p>Tell the time in French using quarter past, half past and quarter to.</p> <p>-Say and write in French what we do at the weekend using two or more sentences.</p> <p>-Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>
Vocabulary:	<p><i>Quel temps fait-il?</i> -What weather is it? <i>Il fait chaud</i>- It is hot <i>Il pleut</i>- It is raining <i>Il fait froid</i> -It is cold <i>Il y a du soleil</i> -It is sunny <i>Il y a du vent</i>- It is windy <i>Il fait beau</i> -The weather is fine <i>Il fait mauvais</i> -The weather is not good <i>Le temps</i> -The weather</p>	<p><i>La famille</i> -The family <i>As-tu des frères et sœurs?</i>- Do you have any siblings/brothers or sisters? <i>Oui, j'ai un frère</i>- Yes, I have a brother <i>Oui, j'ai une sœur</i> -Yes, I have a sister <i>Non, je suis fils unique</i> -No, I am an only child (boy) <i>Non, je suis fille unique</i>- No, I am an only child (girl) <i>Comment tu t'appelles?</i>- What is your name? <i>Je m'appelle...</i> - My name is... <i>Quel âge as-tu?</i> -How old are you? <i>J'ai ___ ans</i>- I am ___ years old</p>	<p><i>J'ai</i>- I have <i>Un chien</i>- A dog <i>Un chat</i>- A cat <i>Je n'ai pas de / d'</i>- I do not have <i>Un lapin</i>- A rabbit <i>Un hamster</i>-A hamster <i>Un poisson rouge</i> -A gold fish</p>	<p><i>Les Jeux Olympiques</i> -The Olympics <i>Je fais du cyclisme</i>- I do cycling <i>L'athlétisme</i> -Athletics <i>L'équitation</i> -Horse riding <i>La natation</i> -Swimming <i>Je fais</i>- I play/do (a sport) <i>Je fais de l'athlétisme</i>- I do athletics</p>	<p><i>Qu'est ce qu'il y a dans ta trousse?</i>- What do you have in your pencil case? <i>Dans ma trousse j'ai...</i> - In my pencil case I have.. <i>Un taille crayon</i>-A pencil sharpener <i>Un crayon</i>- A pencil <i>Un stylo</i> -A pen <i>Une gomme</i> -A rubber <i>Levez la main</i> -Raise your hand <i>Écoutez</i> -Listen <i>Écrivez</i>- Write <i>Répétez</i>- Repeat <i>bag Silence</i> -Silence</p>	<p><i>Le week-end</i>-The weekend <i>Quelle heure est-il?</i> -What time is it? <i>Il est ___ heures</i> -It is ___ o'clock <i>Il est midi</i>- It is midday <i>Je regarde la télé</i> -I watch television <i>J'écoute de la musique</i>- I listen to music <i>Je joue à l'ordinateur</i> -I play computer games <i>Je joue au foot</i> -I play football <i>Je vais à la piscine</i>- I go to the swimming pool</p>