

FRENCH Curriculum

Intent:

With these aspirations, our INTENT for the FRENCH (LANGUAGES) curriculum is for pupils to:

To inspire children to explore and respect other cultures and languages and broaden their opportunities to work and study abroad.

To encourage children to identify similarities and differences between French and English to extend their understanding of language structure.

To develop children's confidence to communicate in French by encouraging the practice of listening and speaking.

To teach children transferable vocabulary and how to spot cognates to develop their understanding of written and spoken French and confidence in speaking and writing.

To develop the accuracy of children's pronunciation and intonation through the discrete teaching of phonics.

To equip the children with practical communication skills and provide the foundations for learning additional languages.

Implementation

Planning

Our French curriculum follows the National Curriculum objectives in Languages, using the Kapow scheme of learning. It is underpinned by progression of grammar, vocabulary and phonic knowledge. It includes discrete phonics practice, using native French speakers. To extend this further, all children have the opportunity to experience real world conversations amongst French speaking individuals with a Year 6 residential to France. This allows pupils to work towards the acquisition of new vocabulary for use in meaningful and relevant contexts.

Key skills and vocabulary are revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Each lesson starts with a recap and recall activity to support retention. Using a range of resources (including texts, online resources, bilingual dictionaries etc), children complete activities to support listening, reading, writing and speaking skills. Practical conversation skills, songs and using actions for key vocabulary are used to support active learning.

Recording

Children's language learning is developed through independent, paired and group activities including role-play, language games and 'language detective' work French books are used to record key vocabulary which children learn during their four years at Southway, to support future learning. It includes examples of written work and photos from activities. As children progress through the school, they are taught to write with increasing length and complexity.

Assessment

French is assessed primarily through formative assessment. Progression of grammar and vocabulary throughout children's time at Southway is recorded in books. Impact is monitored through children's confidence to apply previous and new knowledge within each lesson.

KS1

Foreign languages are not a statutory requirement within the KS1 curriculum. Children may receive introductory exposure to additional languages through informal activities.

SEND

Support for children is provided through the use of knowledge organisers, with the key vocabulary and example conversations for each topic. Phonics are modelled using a I do, we do, you do scaffolding approach. Independent activities can be differentiated to provide varied support (e.g. word banks) and Lesson plans also include extension activities to promote stretch.

Games and songs, as well as hands on practical activities (French afternoon and the French trip) are used to bring learning to life.

Impact

By the end of Year 6, the impact of following the Kapow scheme is that children will:

- ✓ Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- ✓ Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- ✓ Speak and read aloud with confidence and accuracy in pronunciation.
- ✓ Demonstrate understanding of spoken language by listening and responding appropriately.
- ✓ Use a bilingual dictionary to support their language learning.
- ✓ Identify word classes in a sentence and apply grammatical rules they have learnt.
- ✓ Have developed an awareness of cognates and near-cognates

FRENCH Curriculum

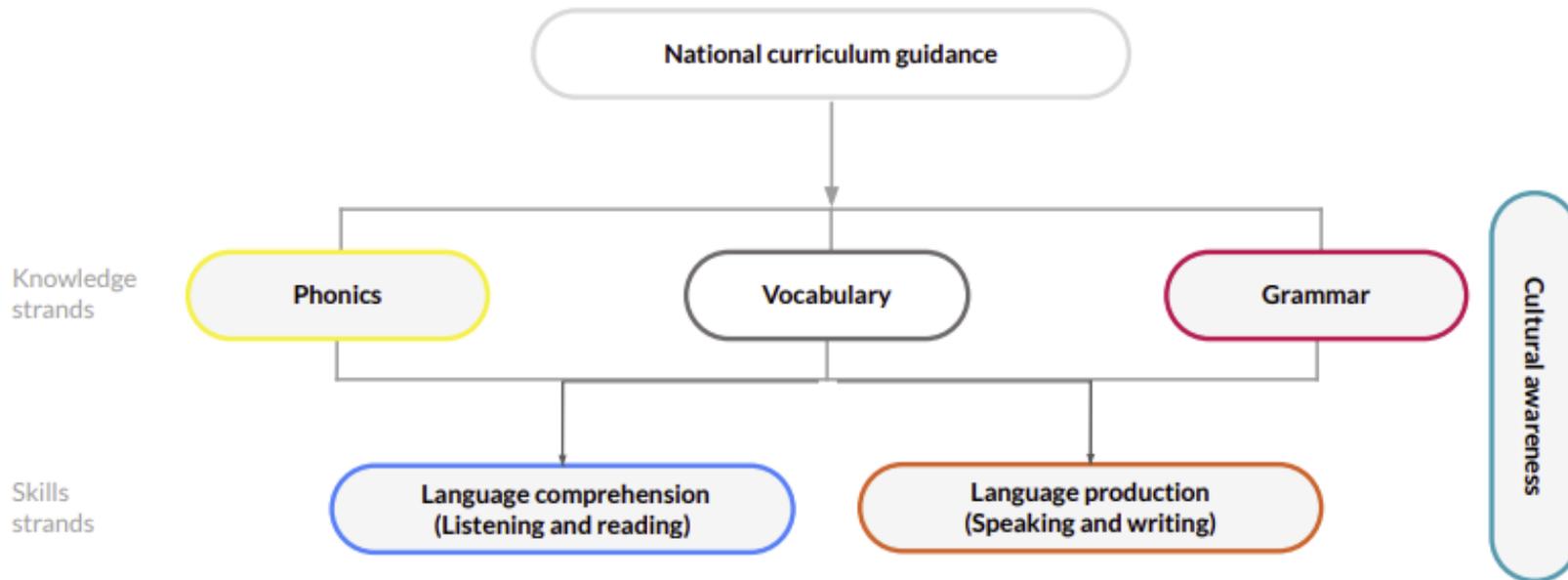
Kapow
Primary™

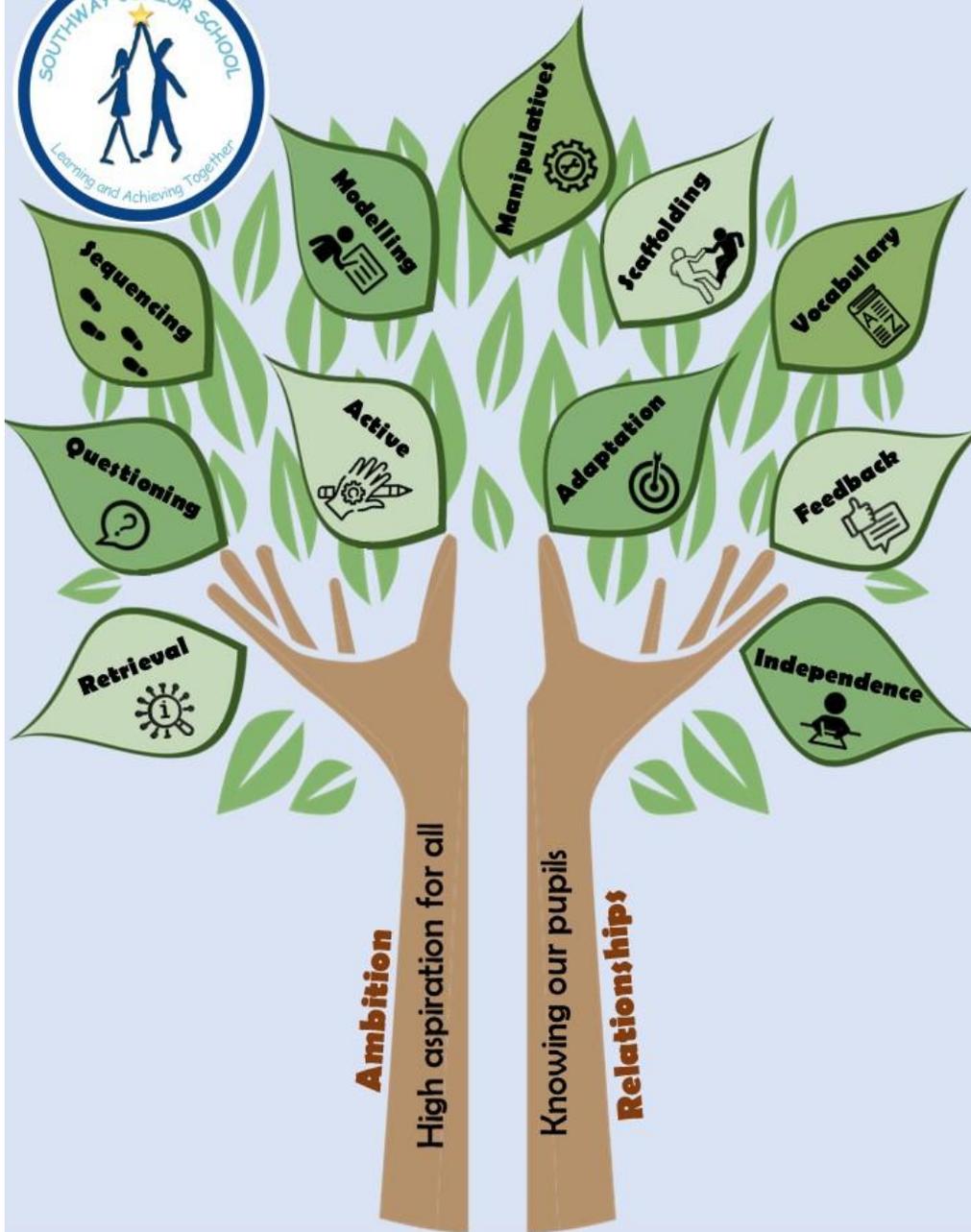
Disciplinary Concepts

- Language Comprehension Skills
- Language Production Skills
- Language Detective Skills
- Oracy in French
- Cultural Awareness

Substantive Concepts

- Phonics
- Vocabulary
- Grammar





Ambition - high aspiration for all...

Relationships - knowing our pupils....

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.



FRENCH curriculum map

Year group	Autumn	Spring	Summer
3	<u>French Greetings with Puppets</u> & <u>French Adjectives of Colour, Size and Shape</u>	<u>French Playground Games</u>	<u>In A French Classroom</u>
4	<u>Describing In French (Portraits)</u>	<u>Getting Dressed in French (Clothes)</u>	<u>French Numbers, Calendars and Birthdays</u> & <u>French Food (Miam, Miam!)</u>
5	<u>French Monster Pets</u>	<u>Shopping in France</u>	<u>Verbs in a Week</u> & <u>Meet my French Family</u>
6	<u>Shopping in France (recap pre-residential)</u> & <u>French Sports and Olympics</u>	<u>In My French House</u>	<u>Planning a French Holiday</u> & <u>Visiting a Town in France</u>

Lesson Overview

Year 3 - Autumn 1

Unit 1: [French Greetings with Puppets](#) (lessons 1 - 4)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary <i>* Children should write first set of words / phrases in vocab books, as a minimum</i>
1	<u>WALT: Greet someone and introduce yourself</u> <ul style="list-style-type: none"> use an appropriate greeting introduce myself find out someone else's name use the correct pronunciation 	Pronouncing: a / à / â	Photo of children in conversation (sticker with face on can be used for puppets) <i>Vocab in book*</i>	Bonjour - hello Salut - hi je m'appelle...- my name is... comment tu t'appelles? - what's your name? au revoir – goodbye je – I tu – you
2	<u>WALT: Use correct greetings for the time of day</u> <ul style="list-style-type: none"> know different greetings are used at different times of the day. recognise greetings words written in French. know when to use different greetings. reflect on the differences in French culture. 	Pronouncing: e Pronouncing: on/om	Group activity (picture + word matching) <i>Vocab in book* – add mini pictures.</i>	Bonjour – (good day) Bonsoir – good evening Bonne nuit – good night oui – yes non – no
3	<u>WALT: Ask and answer a question about feelings</u> <ul style="list-style-type: none"> ask how someone is feeling. 	Pronouncing: s/ç/c before e or i Pronouncing:	Spoken activity (response to flashcards + questions) <i>Vocab in book* – add faces</i>	ça va ? - how are you? ça va bien - I'm fine ça va mal - I'm not ok

	<ul style="list-style-type: none"> say how I am feeling. use tone of voice to help be understood. 	j/g before e or i		ça va très bien - I'm very well ça va très mal - I'm really not well comme ci comme ça - so so
4	<u>WALT: Perform a rhyme</u> <ul style="list-style-type: none"> join in with a rhyme in French using appropriate actions. 	None	Perform a rhyme in front of Paris image on IWB. Photo or video.	No vocab

Links (French puppets):

[Lesson 1: French greetings](#)

[Lesson 2: French greetings - day and night](#)

[Lesson 3: How are you feeling - in French?](#)

[Lesson 4: French finger rhymes](#)

Year 3 - Autumn 2

Unit 2: [French adjectives of colour size and shape](#) (lessons 1-4 only in condensed plan)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary <i>* Children should write first set of words / phrases in vocab books, as a minimum</i>
1	<p><u>WALT: recognise and name colour words</u></p> <ul style="list-style-type: none"> listen to and repeat colour words recognise colour words when I hear them and find the colours (bricks) say a sequence of colour words. 	<p>Pronouncing: <i>e/eu/œ/œu</i></p>	<p>Activity 1 – children learn colours by passing red, green, blue and yellow beanbags.</p> <p>Activity 2 – chn build multi-link towers from French colour words.</p> <p>Complete colour match worksheet.</p> <p><i>Vocab in book.*</i></p>	<p>rouge - red bleu - blue jaune - yellow vert - green</p> <p>orange - orange violet - purple blanc - white noir - black rose - pink brun - brown et - and</p>
2	<p><u>WALT: describe shapes by their colour</u></p> <ul style="list-style-type: none"> Describe shapes using a colour adjective Notice differences in word order between French and English 	<p>Pronouncing: r</p> <p><i>N.B. shape words which are spelt the same in French and English – but pronounced differently e.g. rectangle</i></p>	<p>Activity: Children find coloured shape to match teacher description. (<i>shapes can be printed from resources and used in lessons 2,3,4</i>).</p> <p>Encourage children to spot the difference in sentence order for colours (adjective after noun).</p> <p><i>Vocab in book.</i> <i>Extension: Children draw a coloured shape in vocab books and add a written description e.g. un cercle vert</i></p>	<p>Un cercle - a circle Un carré- a square Un rectangle - a rectangle Un triangle - a triangle</p>
3	<p><u>WALT: describe shapes by their size and colour</u></p> <ul style="list-style-type: none"> Describe shapes using a colour and size adjective Notice differences in word order between French and English 	<p>Pronouncing: i</p>	<p>Activity: Children select descriptions written in French (on cut strips) and draw them.</p> <p>Extension: Children can write their own write description (e.g. un grand triangle rouge) and draw the shape underneath.</p> <p>Wrap-up game: describe shapes – team points.</p>	<p>grand – big petit – small c'est - it is...</p>

			<i>Vocab in book</i>	
4	<p><u>WALT: understand and recognise cognates and near cognates</u></p> <ul style="list-style-type: none"> • Use French shape, size and colour words to give instructions • Create a Matisse-style composition using shapes requested • Ask politely and say thank you • Recognise written similarities between French and English nouns • Explain what a cognate or near cognate is 	Pronouncing: ou	<p>Activity 1 (on slides) spotting cognates or near cognates.</p> <p>Show image of Matisse's animal cut out e.g. Le Cheval l'écuyère et le clown [The Horse, the Rider and the Clown] - e.g. link</p> <p>Activity 2: In pairs, children ask their partners for shapes and then create an animal – practice 's'il vous plait' and 'merci'.</p> <p>Take photos.</p> <p><i>Vocab in book</i></p>	<p>merci – thank you</p> <p>s'il vous plait – please</p> <p>je voudrais – I would like</p> <p>qu'est-ce que c'est? – what is it?</p>

Links:

[Lesson 1: Colours in French](#)

[Lesson 2: Shapes and colours in French](#)

[Lesson 3: Shapes of different colours and sizes](#)

[Lesson 4: Using shapes like the French artist, Matisse](#)

Optional activity / recap from Autumn 1 - with puppet; made in DT at end of Autumn term

Unit 1: [French Greetings with Puppets](#)

4	<p><u>WALT: Perform a rhyme</u></p> <ul style="list-style-type: none"> • join in with a rhyme in French using appropriate actions. 	None	Perform a rhyme in front of Paris image on IWB. Photo or video .	No vocab
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Link:

[Lesson 4: French finger rhymes - Kapow Primary](#)

Year 3 - Spring 2

Unit 3: [French playground games – numbers and age](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary <i>* Children should write first set of words / phrases in vocab books, as a minimum</i>
1	<p><u>WALT: count from one to six in French</u></p> <ul style="list-style-type: none"> Say numbers one to six in French Recognise some of the number words one to six Play a game using number words 	Pronouncing: c-k-q-qu	<p>Photo of children playing games, using colours and numbers.</p> <p><i>Resources: dice and printed copy of jeu de l'oie (goose game) per pair /group (in lesson resources)</i></p> <p><i>Vocab in book.</i></p>	<p>un – one deux - two trois - three quatre - four cinq - five six - six</p> <p>plus – plus et - and moins – minus font/égale – equals</p>
2	<p><u>WALT: count beyond six</u></p> <ul style="list-style-type: none"> Say numbers six to twelve in French Use my fingers to show the number I hear in French Join in with a traditional finger rhyme 	Pronouncing: x	<p>Activity Fizz Buzz Sing along to song.six</p> <p><i>Vocab in book.</i></p>	<p>six - six sept - seven huit - eight neuf - nine dix - ten onze – eleven douze – twelve</p>
3	<p><u>WALT: use number words to give information</u></p> <ul style="list-style-type: none"> Find out how old someone is Tell someone my age Compare sentences in French and English and describe similarities and differences 	Pronouncing: un	<p>Activity: Children practice numbers using games in plan - <i>Le morpion</i> and <i>Cherchez l'intrus!</i></p> <p><i>Vocab in book</i> <i>+ in vocab book</i> Draw cake with x candles and write 'j'ai x ans'.</p>	<p>Tu as quel âge? – How old are you? J'ai huit ans – I'm eight years old Combien? – how many / much?</p>
5	<p><u>WALT: use number words one to twelve in games</u></p>	Pronouncing: oi	Children watch video of counting game, la marelle.	none

	<ul style="list-style-type: none">• count from one to twelve• use the language of game playing and taking turns in French		Then play games using numbers (in lesson plan). Take photos	
Notes	Lesson 4 has been excluded. The skills are practised in other lessons in the unit.			

Links:

[Lesson 1: Let's count in French](#)

[Lesson 2: Let's count higher in French](#)

[Lesson 3: How old are you in French?](#)

[Lesson 5: Outdoor games in France](#)

Year 3 - Summer 1

Unit 4: [In a French classroom](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary <i>* Children should write first set of words / phrases in vocab books, as a minimum</i>
1	<p><u>WALT: understand and respond to simple classroom instructions</u></p> <ul style="list-style-type: none"> understand instructions respond to instructions give instructions 	Pronouncing: é / et / -er / -ez	<p>Activity – children follow activities on slides, responding to instructions.</p> <p>Option to practice giving and following instructions in pairs.</p> <p><i>Vocab in book.</i></p>	<p>écoutez - listen</p> <p>écrivez - write</p> <p>lisez - read</p> <p>fermez - close</p> <p>ouvrez - open</p> <p>parlez - speak</p> <p>regardez - watch / look</p>
2	<p><u>WALT: name school bag objects and recognise if they are masculine or feminine</u></p> <ul style="list-style-type: none"> spot whether a noun is masculine or feminine compose a sentence to tell someone about an item I have in my pencil case 	Pronouncing: è / e / ei / ai	<p>Activity 1 – sort words into masculine and feminine.</p> <p>Take photos</p> <p>Activity 2: Team challenge to collect table items in response to spoken instructions.</p> <p><i>Vocab in book.</i></p>	<p>un crayon - a pencil</p> <p>un stylo – a pen</p> <p>un sac – a bag</p> <p>une règle – a ruler</p> <p>une gomme – a rubber</p> <p>une trousse – a pencil case</p>
3	<p><u>WALT: ask and answer a question about something you have or do not have</u></p> <ul style="list-style-type: none"> ask a question about something I have or do not have answer a question about something I have or do not have use and share strategies to help me remember new vocabulary 	Pronouncing: O	<p>Activity – spoken activity using stationary items and mini cards (download from Kapow).</p> <p>Take photos</p> <p><i>Vocab in book</i></p>	<p>J'ai.. – I have</p> <p>Je n'ai pas de.. – I do not have...</p> <p>mais – I have</p> <p>Tu as... – you have</p>

4	<u>WALT: read and understand short sentences</u> <ul style="list-style-type: none"> • read short sentences and match them to pictures • create a sentence of my own from an example 	Pronouncing: u	Complete <i>what's in the bag</i> worksheet – page 1 only for French folder	Dans mon sac – in my bag
Notes	<i>Lesson 5 has not been included.</i>			

Links:

[Lesson 1: Follow the French teacher](#)

[Lesson 2: Pencils and things in the French classroom](#)

[Lesson 3: To have or not to have in the French classroom](#)

[Lesson 4: School bag detectives](#)

Note:

A circle of life (lesson 1 and 2) has excluded in the 16-unit plan. Use of a bilingual dictionary is taught in units 1 & 2 in year 4. Other lesson elements and vocabulary are covered within planned Year 3 lessons.

Year 4 - Autumn 1

Unit 1: Portraits – describing in French

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary										
1	<p><u>WALT: understand that adjectives change if they describe a feminine noun.</u></p> <ul style="list-style-type: none"> know that the Louvre is a famous art gallery in Paris. see that adjectives change when describing feminine nouns. 	Pronouncing: ch	<p>Language pattern spotting.</p> <p>Activity – Team challenge - children write sérieux and sérieuse and heureux and heureuse on table whiteboards and hold up in response to main event slides.</p> <p><i>Add words examples in vocab books:</i></p>	<p><i>In vocab books:</i> <i>Add a picture of a boy and girl looking happy and under each, write:</i> Il/elle est heureux /heureuse</p> <p><i>Add a picture of a boy and girl looking serious and under each, write:</i> Il/elle est sérieux / sérieuse</p>										
2	<p><u>WALT: understand a simple description of hair and eye colour.</u></p> <ul style="list-style-type: none"> recognise a picture of someone from a description of their hair and eye colour. know that colour adjectives go after the noun in French. know it is common to add 's' to describe a plural noun. 	Recap from Y3: e/eu/oe/oeu	<p>Discussion based lesson, ending in team game of guess who to practice skills.</p> <p><i>Vocab in book</i></p>	<p>il/elle a - he/she has les cheveux - hair les yeux - eyes</p> <p><i>(recap colour words – see year 3)</i></p>										
3	<p><u>WALT: create simple descriptive sentences.</u></p> <ul style="list-style-type: none"> create a sentence, using word cards, to describe hair and eye colour. remember that colour adjectives follow the noun in French. understand that if the noun is plural the 	Recap from Y3: on-om	<p>Recap colours:</p> <table> <tr> <td>bleu – blue</td> <td>violet – violet</td> </tr> <tr> <td>rouge – red</td> <td>rose – pink</td> </tr> <tr> <td>jaune – yellow</td> <td>noir – black</td> </tr> <tr> <td>vert – green</td> <td>blanc – white</td> </tr> <tr> <td>orange – orange</td> <td>marron – brown</td> </tr> </table> <p>Activity for folders: Children colour printed face templates in response to aural descriptions. When they create their own faces at the end, ask chn to</p>	bleu – blue	violet – violet	rouge – red	rose – pink	jaune – yellow	noir – black	vert – green	blanc – white	orange – orange	marron – brown	(no new vocab – can add colour words)
bleu – blue	violet – violet													
rouge – red	rose – pink													
jaune – yellow	noir – black													
vert – green	blanc – white													
orange – orange	marron – brown													

	adjective becomes plural too.		write a description under 1 picture (e.g. Elle a les cheveux roses)	
4	<p><u>WALT: understand and write descriptive sentences</u></p> <ul style="list-style-type: none"> write simple sentence using il / elle a and il / ell est know how adjectives change to agree with the noun <p><u>(WALT adapted to combine L4 and L5)</u></p>	Recap from Y3: i	<p>USE THE KEY VOCAB MAT FROM LESSON 5</p> <p>Activity for folders: Using the presentation as a stimulus and vocab mat for support, children draw a male and female character and write a description underneath. e.g. Il s'appelle Bob. Il a les yeux verts et il est sportif. Elle a les cheveux noirs et elle est forte.</p> <p><i>Vocab in book</i></p>	<p>il/elle est - he/she is poli(e) - polite fort(e) - strong sportif/sportive – sporty et - and</p> <p>Optional travailleur/travailleuse - hard working</p>
Notes	Lesson 5 has been omitted. Language coverage in lesson 4. Written activities added to other lessons in the unit.			

Links:

[Lesson 1: Portraits – getting French adjectives to agree](#)

[Lesson 2: Simple descriptions in French](#)

[Lesson 3: Describing people in French](#)

[Lesson 4: Describing personality traits in French](#)

[Lesson 5: Writing portraits of friends in French \(for resources only!\)](#)

Year 4 – Spring 2

Unit 2: [Clothes -Getting dressed in French](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: recognise and use clothing words with appropriate determiners</u></p> <ul style="list-style-type: none"> Understand and correctly use determiners un, une, des, mon, ma, mes Pronounce new vocabulary 	<p>Recap from Y3: un</p>	<p>Activity for folders: Mon, ma, mes sheet (downloaded from Kapow).</p> <p>Discussion of un / une and mon / ma/ mes is key to this lesson.</p> <p><i>Vocab in book</i></p>	<p>il/elle a - he/she has un - a/an (masculine) une - a/an (feminine) des - some (plural) mon/ma/mes - my (m/f/pl)</p>
2	<p><u>WALT: apply noun and adjective agreement</u></p> <ul style="list-style-type: none"> Add an 'e' to an adjective describing a feminine (la/une) word Know that colour words come after a noun Recognise the written form of new words 	<p>Pronouncing: an/am/en/em</p>	<p>Activity 1: Print and cut up the Clothes card (on Kapow resources) – one set per table then play the <i>Fruit salad game</i> (attention grabber)</p> <p>Activity: Play <i>Dans ma valise il y a...</i> (In my suitcase there is ...) to</p> <p><i>Vocab in books</i></p>	<p><i>In vocab books:</i></p> <p>C'est de quelle couleur? - Which colour is it? dans ma valise - in my suitcase il y a - there is/are</p> <p>Optional: Colour words from <i>Les Couleurs</i> presentation Clothes vocabulary from 'clothes' presentation</p>
3	<p><u>WALT: understand how to use change adjectives to agree with a noun</u></p> <ul style="list-style-type: none"> Know that colour words come after a noun Know that size words come before a noun Add an 's' to an adjective describing a plural word 	<p>Pronouncing: t/tt/th</p>	<p>Activity: Give a set of the red herring sheets to each table. Team challenge – children to write correct descriptions on white boards to link with presentation pictures.</p> <p><i>Add words examples in vocab books:</i></p>	<p><i>In vocab books:</i></p> <p><i>Draw mini pictures of clothes shown on the slides and write the description underneath with examples to highlight the adjectival agreement with the noun gender.</i></p> <p>e.g. une grande jupe bleue un petit pantalon bleu les pantalons bleus</p>

4	<p><u>WALT: express an opinion</u></p> <ul style="list-style-type: none"> • Say if I like or dislike an outfit • Use a range of adjectives to describe clothing • Label clothing using nouns and adjectives 	<p>Recap from Y3: u</p>	<p>Play the starter game. Spoken opinions in response to presentation slides.</p> <p>Print copies of <i>Resource: Les vêtements word mat (2)</i></p> <p>Activity for folders: children make pages for a clothes catalogue by either cutting out magazine images or drawing the items and writing a description underneath, constructing sentences using the word mat e.g. Elle porte une robe rose à pois (she wears a spotted pink dress)</p> <p><i>Vocab in book</i></p>	<p>j'aime - I like je n'aime pas - I do not like</p> <p>Il/elle porte - he/she is wearing</p>
Notes	<p>Kapow lesson 5 is omitted and the learning activity incorporated within lesson4</p>			

Links:

[Lesson 1: Clothes in French](#)

[Lesson 2: Clothes and colours in French](#)

[Lesson 3: Where do adjectives go in French](#)

[Lesson 4: A French clothes catalogue](#)

Year 4 - Summer 1

Unit 3: [French numbers, calendars and birthdays](#)

[PRINT TABLE COPIES OF THE UNIT KNOWLEDGE ORGANISER TO SUPPORT ACTIVITIES](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<u>WALT: recall and use numbers 1 – 31 in French</u> <ul style="list-style-type: none"> Say numbers 1 – 31 Read numbers 1 – 31 Read and say maths calculations in French 	Pronouncing: <i>z/s</i>	Practice singing numbers 1-20 to: Monsieur Mouton's rap in the attention grabber. <i>Activity for folders:</i> Maths operations in French (download sheet)	Optional Children can write number words in books (Y3 vocab 1-12)
2	<u>WALT: say the days of the week in French</u> <ul style="list-style-type: none"> Say the days of the week Say which day came yesterday and what day will come tomorrow 	Pronouncing: <i>in-im-ain-aim</i>	GO THROUGH ATTENTION GRABBER SLIDES Les jours de la semaine presentation. Then <i>children write vocab in book</i> (to support activity follow). Activity: hier (yesterday), demain (tomorrow), aujourd'hui (today) in groups of 3	le jour - the day la semaine - the week hier - yesterday demain - tomorrow aujourd'hui - today lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche – Sunday
3	<u>WALT: say the months of the year</u> <ul style="list-style-type: none"> Recognise the months when I hear them Recognise the months when I see them Say when my birthday is 	Recap from Y3: <i>oi</i>	Photo: Starter activity – children to try to match English and French month words – print and cut a set of the month cards sheet per table. Activity: Paired talk – asking and telling birthdays <i>Vocab in book</i>	les mois - the months C'est quand ton anniversaire? - When is your birthday? Mon anniversaire c'est le ... My birthday is on the...
4	<u>WALT: discuss dates in French</u>	Recap from Y3: <i>x</i>	Activity:	Quelle est la date aujourd'hui? - What is the date today?

	<ul style="list-style-type: none"> • Listen to the dates of birthday and write them down • Translate the date from English to French • Pronounce the seasons 		<p>Children to practice speaking writing French, by completing 'Les dates' sheet activity for folders.</p> <p><i>Vocab in book</i></p>	<p>(+ children write date in French words)</p>
Notes	<p>Lesson 5 omitted. Vocab covered in unit 4.</p>			

Links:

[Lesson 1: Learning numbers 1 – 31 in French](#)

[Lesson 2: Days of the week in French](#)

[Lesson 3: Months of the Year in French](#)

[Lesson 4: Seasons and dates in French](#)

Year 4 – Summer 2

Unit 4: [French food – miam, miam!](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: understand a conversation in French</u></p> <ul style="list-style-type: none"> Begin to order food in a French café Listen to and pick out certain words in spoken French Use cognates to work out new French words 	Pronouncing: è-e-ei-ai	<p>Activity: paired conversation using <i>le café conversation</i> resource</p> <p><i>Vocab in book</i></p>	<p>le menu - menu Vous désirez? - What would you like? je voudrais - I would like une boisson - drink l'addition s'il vous plait - the bill please ça fait ... it comes to...</p> <p>le serveur / la serveuse - waiter/waitress</p>
2	<p><u>WALT: read and say amounts of money in French</u></p> <ul style="list-style-type: none"> Add up in French Understand how prices are written in Euros 	Recap from Y3: s-ç-c before e or i	<p>Prepare French money resource</p> <p>Photo - Alternative activity: Give children post-it notes and a set of the money resource per table. Children label classroom items with prices in Euros. In pairs, take turns to 'purchase' items with 'French money'.</p> <p><i>Vocab in book</i></p>	<p>un billet - a banknote une pièce de monnaie - a coin</p>
3	<p><u>WALT: identify and pronounce the name of French shops</u></p> <ul style="list-style-type: none"> Pick out key words when listening to French Use cognates to work out new words Spell French words 	Recap from Y3: e	<p>Print and cut up Les magasins resource – 1 set per table.</p> <p>Matching activity.</p> <p><i>Activity in vocab books</i></p>	<p><i>Vocab in book – Using the Les magasins resource, children write at least 1 shop name and an item which it sells.</i></p>
5	<p><u>WALT: create a French menu</u></p> <ul style="list-style-type: none"> Ask and respond to full questions 	Recap from Y3: j/g before e or i	<p>Activity: Children to complete their own menu for folders using the Kapow template</p> <p><i>Vocab in book</i></p>	<p>une entrée - starter un plat principal - main dish</p>

	<ul style="list-style-type: none">• Recognise different texts have the same style and layout convention.• Use a range of strategies to understand an unfamiliar text.			
Notes	Lesson 4 in the unit is omitted. Lesson 5 is a practical application of the same topic.			

Links:

[Lesson 1: Ordering food and drink in a French cafe](#)

[Lesson 2: Managing money in French](#)

[Lesson 3: French shops](#)

[Lesson 5: French food – le menu](#)

Year 5 - Autumn 1

Unit 1: [French Monster Pets](#)

Kapow Lesson #	WALT & success criteria	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: investigate a text for clues to understand new words</u></p> <ul style="list-style-type: none"> Recognise a text type from its key features. Decode a text using a range of detective skills Use detective skills to help identify key facts 	<p>Recap from Y3: a / à / â</p>	<p>Resources: Dragon fact file – print one between two. French dictionaries.</p> <p>Activity 1: Children read fact file on the Komodo lizard and try to decode facts.</p> <p>Optional activity: Use sticky notes to create a class fact file.</p> <p>Activity 2: IN BOOKS, children write at least 2 subheadings and accompanying facts.</p> <p><i>Vocab in book</i></p>	<p>il/elle habite - he/she lives il/elle mange - he/she eats</p>
2	<p>ALLOW AN HOUR</p> <p><u>WALT: identify nouns by their gender, number and meaning</u></p> <ul style="list-style-type: none"> I can match a written word to how it sounds. I can describe how and why the article of a noun might change. I can identify clues to determine the gender of a noun. 	<p>Recap from Y3: e</p>	<p>Resources: Monster descriptions chopped – one set per pair / table group. Optional – Carroll diagram to be stuck in books (can be drawn in)</p> <p>Activity 1: Children match monster descriptions</p> <p>Activity 2: IN BOOKS, children draw / stick in Carroll diagram and write body part words (and translations) in the correct box [f/m/f(pl)/m(pl)]</p>	<p>Vocab for Carroll diagram in front of book: la tête - head les épaules - shoulders les genoux - knees les pieds - feet Les yeux - eyes (un oeil - an eye) les oreilles - ears la bouche - mouth le nez - nose</p>

3	<p><u>WALT: apply knowledge of noun and gender agreement to a short piece of writing</u></p> <ul style="list-style-type: none"> I can recognise how and why adjectives change. I arrange adjectives in the correct order within a sentence. I can apply my knowledge of French spelling rules to spell adjectives with accuracy. 	<p>Recap from Y3: r</p>	<p>Resources: Monster mash-up word bank– one sheet per pair / table group.</p> <p>Activity – IN BOOKS, draw monster mash-up and write a brief description underneath</p> <p><i>Vocab in back of books</i></p>	<p>Le corps – The body La queue – The tail de - of Qu'est-ce que c'est? - What is it? les bras - arms les dents - teeth les jambes (fem.) - legs</p>
4	<p><u>WALT: understand adjective rules in French</u></p> <ul style="list-style-type: none"> I can recognise how and why adjectives change. I arrange adjectives in the correct order within a sentence. I can apply my knowledge of French spelling rules to spell adjectives with accuracy. 	<p>Recap from Y3: c / k / q / qu</p>	<p>Resources: Cut up adjective word bank – 1 set per table (or 1 A3 set if you do the activity outside)</p> <p>Simple sentences – 2 sets chopped.</p> <p>Activity 1 - Sort adjectives into groups and then try to sort by gender and single / plural.</p> <p>Activity 2 - 'runner diction' – in pairs. One child reads a 'simple sentence' and then moves to their partner (in a different location) and tries to repeat what their have read. Their partner attempts to write the sentence in French on a white board.</p> <p><i>Vocab in book (+ Photos)</i></p>	<p>court(e) - short pointu(e) - pointy long – long (m) longue – long (f)</p>
5	<p><u>WALT: apply vocabulary and grammar knowledge in writing</u></p> <ul style="list-style-type: none"> I can recognise how and why adjectives change. 		<p>Resources: 1 copy of the master word bank per table.</p> <p>Activity: Children create a mini fact page about a made-up monster in books.</p>	

	<ul style="list-style-type: none">• I arrange adjectives in the correct order within a sentence.• I can apply my knowledge of French spelling rules to spell adjectives with accuracy.			
Notes	Lesson 5 is an optional extra – it enables children to apply skills in the previous lessons in the unit by creating a fact file.			

Links:

[Lesson 1: Beware the dragon](#)

[Lesson 2: Body parts in French – NB double required](#)

[Lesson 3: A French monster mash-up](#)

[Lesson 4: About a beast with French adjectives](#)

[Lesson 5: Fantastic French beasts](#)

Year 5 – Spring 2

Unit 2 = Kapow Unit 5: [Verbs in a week](#)

NB Unit 2 (Shopping France) is switched to the Summer 2 to link with the French trip at the start of Year 6.

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: find infinitive verbs in a dictionary</u></p> <ul style="list-style-type: none"> Identify a verb in the infinitive form in the dictionary. Name three different endings for an infinitive verb. Begin to use infinitive verb forms to give an opinion. 	<p>Recap from Y3: j/g before e or i</p>	<p>Additional Resources: French dictionaries (1 between 2) Action activity sheets – reduced to A5 – 1 per child</p> <p>Activity 1: In pairs, look up verbs on presentation in dictionaries.</p> <p>Activity 2: cut out action verbs sheet and sort verbs into -re, -er and -ir endings Ext: Chn can find additional verbs for each group in dictionaries.</p> <p><i>Stick pictures in front of books in groups</i> <i>Vocab – with translation in back of books, grouped by verb ending</i> <i>(LA can stick pictures in the back and add English translation)</i></p> <p>Activity 3: Opinion conversation Chn say which activities they like (J'aime [danser])</p> <p>Ext: say which activities they don't like (je n'aime pas [courir])</p>	<p>-er chanter - to sing danser - to dance jouer - to play manger - to eat nager - to swim</p> <p>-ir courir - to run dormir - to sleep</p> <p>-re écrire - to write lire - to read</p>

<p style="text-align: center; font-size: 2em;">2</p>	<p><u>WALT: recognise some regular verbs in the present tense</u></p> <ul style="list-style-type: none"> Recognise and use different subject pronouns in French Know verb endings change depending on the subject pronoun 	<p>Recap from Y4: an/am/en/em</p>	<p>Resources: (Kapow presentation)</p> <p>Activity 1: spot changes to verb ending (Cartoon presentation)</p> <p>Activity 2: Learn subject pronouns and discuss verb conjugation (subject pronouns presentation) <i>Write Vocab (new subject pronouns from slide 2) in BACK of books</i> <i>COPY verb table on slide 3 in FRONT of books, writing verb endings in red</i></p> <p>Activity 3: read cartoon as class</p> <p>EXT: Chn could try to conjugate manger using the verb endings from chanter</p>	<p>Il – he elle – she nous – we vous – you (formal/group) ils/elles – they (m/f)</p>
<p style="text-align: center; font-size: 2em;">3</p>	<p><u>WALT: recognise that verbs take different forms</u></p> <ul style="list-style-type: none"> name three different endings for an infinitive verb. Change infinitive verbs for different subjects 	<p>Recap from Y3: i</p>	<p>Resources: verb spinner – reduced to A5 – one per child</p> <p>Activity 1: recap verbs <i>Learn extra verbs (sauter, habiter, regarder) in Kapow vocab section and write in back of books.</i></p> <p>Activity 2: verb spinners Using the ‘chanter’ example in books, children cut and layer the verb spinner, matching subjects and endings. <i>Chn stick verb spinner in FRONT of books with wheels aligned for verb endings (no split pin needed)</i> In pairs, children take turns to say the English (eg. You play) and their partners says the French.</p> <p>Activity 3: ‘In the news’ slides Children try to work out the correct form of each verb on whiteboards before it is revealed</p>	<p>sauter – to jump habiter – to live regarder – to look/watch</p>

4	<p><u>WALT: understand that some verbs do not follow regular patterns</u></p> <ul style="list-style-type: none"> conjugate irregular verbs 'to have' and 'to be'. think of ways to practise new language apply pronunciation to new words. 	<p>Recap from Y4: in/im/ain/aim</p>	<p>Resources: Verb bugs (2 each) Verb cards (1 per pair) Alain au lait videos: être - https://video.link/w/Woxvc avoir: https://video.link/w/Wu36c</p> <p>Activity 1: Verb cards Introduce the verbs <i>avoir</i> and <i>être</i>, showing the videos (you may only need the first bit). <i>Write vocab in the back of books</i> In pairs, children choose 1 verb each to learn and then teach to the other person.</p> <p>Activity 2: Verb bug Children see the example of completed bugs and complete their own for each verb (verb in centre, subject pronoun and conjugated verb on each leg) <i>Stick verb bugs in front of book</i></p>	<p>avoir - to have être - to be</p>
5	<p><u>WALT: build and deliver a short presentation using action verbs</u></p> <ul style="list-style-type: none"> choose the correct sentence by looking at the context create own text by adapting a model present ideas 	<p>None</p>	<p>Resources: Sentence builder and word bank resource (1 between 2) Video of Goldilocks and the 3 bears: https://video.link/w/p1DWc French dictionaries</p> <p>Activity 1: Watch Goldilocks (Boucles d'or) and then select the correct sentence on each slide to retell the story (write number on whiteboard in pairs)</p> <p>Activity 2: Using the sentence builder resource, write a story about what a character does over the course of a week. Can be done in groups and performed as a drama or written as a poem.</p>	<p>None</p>

			Write / copy any written work into the front of books.	
Notes	Lesson 5 is recommended as an extra lesson to use new knowledge of verbs and appreciate French stories			

Links:

[Lesson 1: French – action!](#)

[Lesson 2: Who is doing what in French?](#)

[Lesson 3: Verbs in a spin](#)

[Lesson 4: French irregulars – to have and to be](#)

[Lesson 5: A French week](#)

Year 5 - Summer 1

Unit 3 = Kapow Unit 6: [Meet my French family](#)

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: recognise and use phrases to say if I have a brother or sister</u></p> <ul style="list-style-type: none"> match a phrase to a picture recognise how words change in a sentence read sentences draw a picture to show my understanding 	<p>Recap from Y3: <i>e/eu/œ/œu</i></p>	<p>Additional Resources: Sibling detective sheets – 1 per table chopped Siblings sheet – reduced to A5 – 1 per child of first sheet. Copies of second sheet as extension.</p> <p>Activity 1: In table groups, match sibling detective pictures and words</p> <p>Activity 2: Complete sibling sheet Ext: Chn complete second sheet</p> <p><i>Stick sheets in front of books</i> <i>Write vocab in the back of books</i></p>	<p>j'ai un frère - <i>I have a brother</i> j'ai une sœur - <i>I have a sister</i> je n'ai pas de - <i>I do not have</i> je suis fils(m)/fille(f) unique - <i>I am an only child</i></p>
2	<p><u>WALT: name different family members on a family tree</u></p> <ul style="list-style-type: none"> recall the names of different family members know different words for 'my' and how to choose the one I need 	<p>Recap from Y3: <i>é/et/-er/-ez</i></p>	<p>Additional Resources: Family tree – 1 per child 'C'est qui?' resource - 1 between 2</p> <p><i>Write vocab in the back of books</i></p> <p>Activity 1: Complete family tree <i>Stick sheets in front of books</i></p> <p>Activity 2: 'C'est qui?' activity in pairs – discussion or write on sheet – no need to record. If time, check answers using lolly sticks.</p>	<p>Mon père – <i>My father</i> Ma mère – <i>My mother</i> Mes parents – <i>My parents</i> Mon grand-père – <i>My grandfather</i> Ma grand-mère – <i>My grandmother</i> Mes grand-parents – <i>My grandparents</i> Le fils – <i>The son</i> La filles – <i>The daughter</i></p>
3	<p><u>WALT: build descriptive sentences into a short paragraph</u></p> <ul style="list-style-type: none"> choose words to build and change sentences 	<p>Recap from Y3: <i>on/om</i></p>	<p>Additional Resources: Family tree resource- 1 between 2 – print pages 1,2,4,6,8,10 (can reduce to A4) Stick in in – 1 per 4 children (needs to be trimmed)</p>	<p>son anniversaire c'est le ... <i>his/her birthday is on the...</i></p>

	<ul style="list-style-type: none"> • know that French word order can differ from English • read and write simple adjectives from memory 		<p>Activity 1: In pairs, match the descriptions in the family tree to the character. Try to translate the description of Monique. (<i>supports next task for LAs</i>)</p> <p>Activity 2: draw Monique on the sheet, colouring her hair and eyes and adding her age and birth date to match the description. <i>Stick in front of books</i></p> <p>Ext: Chn write description of their own character and draw them. <i>Write vocab in the back of books</i></p>	
4	<p><u>WALT: understand and express simple opinions</u></p> <ul style="list-style-type: none"> • say what I, and others in my family, like or do not like • speak clearly and practice speaking with a partner 	<p>Recap from Y3: ou</p>	<p>Additional Resources: Who likes what sheets – p1 only – reduced to A5 – 1 per pair</p> <p>Activity 1: Using attention grabber, teach children thumb signals and opinion vocab. <i>Write new vocab in the back of books.</i></p> <p>Activity 2: In pairs, use the sheet to create sentences on a whiteboard. EXT: use 'et' (and) + 'mais' (but). <i>Children then write sentences about what they, or family members like / do not like in the front of books.</i></p> <p><i>(LA can use who likes what sheet as structure for writing)</i></p>	<p>j'adore - I love</p>
Notes	<p><u>Lesson 5: My extraordinary French family</u> has been cut.</p>			

Links:

[Lesson 1: My French brothers and sisters](#)

[Lesson 2: A French family tree](#)

[Lesson 3: Describing my French family](#)

[Lesson 4: What my French family likes](#)

Year 5 – Summer 2

Unit 4 = Kapow Unit 3: [Shopping in France](#)

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: Build numbers and prices confidently in French</u></p> <ul style="list-style-type: none"> read and recognise number words and sums of money use knowledge to build bigger numbers know how prices are written and said in French 	Pronouncing: ien	<p>Additional Resources: Activity Number Building – 1 per child, reduced to A5 or sheets 1 and 2. Sheet 3 as extension.</p> <p>Activity 1: Using attention grabber to model task, children complete each sheet 1. Chn check answers against slide.</p> <p>Activity 2: Using attention grabber slides to support new vocab, children match up words and numbers on sheet 2. <i>Stick both sheets in the front of books.</i></p> <p>Activity 3: Continue attention grabber slides to show how numbers are built up. <i>Children copy number example(s) from the slide for activity 3</i></p> <p>Ext: complete sheet 3 (+ stick in)</p>	None
2	<p><u>WALT: Name different foods in French and notice patterns in sounds</u></p> <ul style="list-style-type: none"> pronounce masculine and feminine articles (un/une) and decide when to use each match pictures to the words that I hear use understanding of different French sounds 	Recap from Y3: s-ç-c before e or i	<p>Additional Resources: Fruit flash cards – 2 sided – 1 set chopped per table group.</p> <p>Practice fruit vocabulary (attention grabber presentation).</p> <p>Activity 1 - Call out fruit names in French. Table groups race to find the picture and hold it up. Then, challenge them to create 'plates' of</p>	Je vais au marché et j'achète... - I go to the market and I buy...

	to pronounce new vocabulary		<p>fruit on a whiteboard, by requesting 4-5 different fruits.</p> <p><i>Write vocab in back of books.</i></p> <p>Activity 2 – Memory groups, in groups (<i>Wrapping up</i>), Chn say 'Je vais au marché et j'achète...' then recall & add to the fruit list.</p> <p>(Use flashcards to support LA)</p>	
3	<p><u>WALT: join in with a short story using words and actions</u></p> <ul style="list-style-type: none"> listen and join in with a story memorise a short text rehearse and perform as a group 	Recap from Y3: x	<p>Additional Resources: Story map – 1 per table Teacher note – 1 copy per class</p> <p>Recap and recall – fruit vocab. Table challenge to recall as many as possible on whiteboards.</p> <p>Activity 1 – Attention grabber slides + whiteboards. Practice French words for days of the week.</p> <p>Activity 2 – Monsieur Mangetout. Using the presentation slides and audio, play the story. Discuss what it means. Chn practice with story boards, creating actions.</p>	<p>il/elle a - he/she has</p> <p>il a faim - He is hungry il n'a pas faim - He is not hungry il a tout mange - He ate everything il reste au lit - He stays in bed</p>
4	<p><u>WALT: use vocabulary to describe a quantity of different food nouns</u></p> <ul style="list-style-type: none"> recognise whether a noun is masculine or feminine select the correct article for 'some' apply grammatical understanding to new vocabulary 	Recap from Y4: z/s	<p>Additional Resources: Fruit market sheet – 1 copy per table group</p> <p>Recap and recall – On tables, chn play 'Je vais au marché et j'achète...' (I'm going to market and I'm buying...) and add a number to each item of fruit (e.g. deux pommes et trois bananes).</p> <p>Activity 1 – Attention grabber look at fruit market sheet. Give chn time to familiarise themselves with the</p>	<p>C'est combien? - How much is it? Ça fait ... euros – It is ... euros.</p> <p>du / de la / de l' / des - some</p>

			<p>fruit name, noting the different articles un, une and des (some).</p> <p>Ask them how much items cost (e.g. C'est combien, des bananes? Model the response, which chn write in books: Ça fait six euros. – It is ... ?</p> <p>Practice with different fruit combinations</p> <p>Activity 2 –Monsieur Mangetout presentation, introduce chn to the different words for some du, de la, de l' and des. Then, in table groups, ask chn to write the 4 different types on whiteboards (1 on each) and then sort the foods on slide 1 of the food presentation onto them. Check on slides them write into books.</p>	
5	<p><u>WALT: explore and understand authentic French text</u></p> <ul style="list-style-type: none"> • use a range of strategies to decode an authentic French text • compare French and English text structure • share ideas with others 	None	<p>Additional Resources: Detective text – 1 between 2 Detective notebook – sheet 1 reduced to A5 – 1 per child Teachers notes – 1 copy</p> <p>Activity 1 – display detective text. Ask chn what type of text it is.</p> <p>Activity 2 – working in pairs, chn each complete the detective notebook, decoding words and identifying strategies used. Stick in books</p>	<p>bon appétit! - enjoy your food! c'est délicieux - It is delicious</p>
Notes	If possible, complete all 5 units			

Links:

[Lesson 1: French money numbers and prices](#)

[Lesson 2: French fruit market](#)

[Lesson 3: Monsieur Mangetout's French food week](#)

[Lesson 4: Shopping in French – how much?](#)

[Lesson 5: French detectives in the kitchen](#)

Year 6 - Autumn 1

Autumn 1 – recap pre-residential 1

Recap of Yr 5 Unit 2 [Shopping in France](#) - to support Trip to France (e.g. [Lesson 4: Shopping in French – how much?](#))

Year 6 - Autumn 2

Unit 1: [French Sport and the Olympics](#)

Kapow Lesson #	WALT	French Mouth Mechanics	Outcome(s)	Vocabulary
1	<p><u>WALT: describe sports using the correct verb and preposition</u></p> <ul style="list-style-type: none"> accurate pronunciation choose the correct verb (jouer or faire) select the preposition or article to match the verb and the gender of the noun* <p><u>*(see teacher knowledge for explanation)</u></p>	No specific mouth mechanics for this unit (option to recap).	<p>Additional Resources: Sports Battle grid – 1 copy per child, reduced to A5</p> <p>Recap and recall – discuss language detective skills</p> <p>Activity 1 – Attention grabber on whiteboards guess sports from French word (played using sound buttons in presentation)</p> <p>Activity 2 – Main presentation explaining language structure. Write vocab in back of books.</p> <p>Activity 3 – In pairs, play sports battle. Stick sheet in front of books.</p> <p>Underneath, chn should write a sentence about a sport they play and one their partner plays, using the grid to help with spelling e.g. Je fais de la boxe. Il joue au rugby.</p>	<p><i>Using Vocab slide, chn should copy examples of sports under the appropriate verb e.g.</i></p> <p>jouer - to play le football - football le basketball - basketball le tennis - tennis le rugby - rugby le badminton – badminton je joue <u>au</u> tennis - I play tennis</p> <p>faire - to do le tir à l'arc - archery la gymnastique - gymnastics la boxe - boxing le skate – skateboarding la natation - swimming je fais <u>de la</u> natation - I do swimming il fait <u>du</u> skate- he does skateboarding</p>
2	<p><u>WALT: express sporting preferences using an</u></p>	No specific mouth mechanics for this unit (option to recap).	<p>Additional Resources: Activity Who is it? – 1 copy per child, (1 sheet trimmed per 3 chn)</p>	C'est quel sport ? - Which sport is it?

	<p><u>opinion verb, a second verb and an adjective</u></p> <ul style="list-style-type: none"> • use language detective strategies • give positive and negative opinions • justify opinions using adjectives 		<p>Resource Who is it? – 1 - 2 copies displayed around room. Knowledge Organiser – 1 per pair (For unit)</p> <p>Recap and recall – chn write je joue or je fais on whiteboards.</p> <p>Attention grabber – table / paired translation practice (whiteboards / lolly-sticks) using slides.</p> <p>Activity 1 – Main event presentation, chn answer questions on ‘who is it sheets’.</p> <p>Activity 2 – In books. Using wrap up presentation, model creating a sentence with an opinion, a sport and an adjective e.g. J’aime jouer au tennis car c’est amusant (I like to play tennis because it is fun). Children then write a sentence in their books. Extension: Write more than 1 sentence. Support: Use sentence on KO, but replace the sport.</p>	<p>Tu aimes le sport ? - Do you like sport? adorer - to love détester - to detest</p>
3	<p><u>WALT: express travel plans using the verb aller</u></p> <ul style="list-style-type: none"> • match pronouns to the correct form of the verb aller. • use the verb aller • use the correct preposition (au or en) for a particular country. 	<p>No specific mouth mechanics for this unit (option to recap).</p>	<p>Additional Resources: Activity – let’s go! – 1 per child French dictionaries Knowledge organiser</p> <p>Starter (recap and recall) – in pairs /groups, chn match countries and flags on whiteboards.</p> <p>Attention grabber – recap of verb pronouns + learning the verb aller. Write vocab in back of books Activity 2 - Main event presentation. Use slides to model how to construct a sentence in French to say where we are going, using the prepositions au (male countries) and en (female countries). E.g. Je vais en France.</p> <p>Chn complete let’s go sheet in front of books.</p>	<p>aller - to go: je vais – I go/am going tu vas – you go/are going il va – he goes/is going elle va – she goes/is going nous allons – we go/are going</p>
4	<p><u>WALT: write a sports diary including opinion verbs, second verbs and adjectives</u></p>	<p>No specific mouth mechanics for this unit (option to recap).</p>	<p>Additional Resources: Activity – a week of sports – support version – 1 per child who needs a scaffold</p>	<p>(No new vocab in back of books)</p>

	<ul style="list-style-type: none"> • read a text and extract key information • adapt written information to build new sentences. • provide and justify opinions on different sports. 		<p>Activity – a week of sports – copy word bank at bottom – 1 per pair French dictionaries Knowledge organiser</p> <p>Attention grabber – Play Gimme 5 on whiteboards in pairs to recap key vocab.</p> <p>Main event – Run through ‘My Sporting Diary’ slides. Chn read and listen, then try to translate diary entries as a class on slide 1, and on slide 2 in pairs, on whiteboards.</p> <p>Read slide 3 and ask the children to suggest alternatives for highlighted words (using the KO). Write ideas on the board and read amended entries as a class.</p> <p>In books: Write a diary entry, based on the template (+ word bank / support resource). If time, add read entries aloud and add illustrations.</p>	
Notes	<p>Lesson 5 not included. Could be completed if time: Lesson 5: The French Olympic Games</p>			

Links:

[Lesson 1: Sports in French](#)

[Lesson 2: Olympian opinions](#)

[Lesson 3: France – ready to go!](#)

[Lesson 4: A French sporting week](#)

Year 6 – Spring 2

Unit 2 = Kapow Unit 3: [In my French house](#)

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: describe houses in French</u></p> <ul style="list-style-type: none"> Describe different types of houses and rooms in French. Ask and answer questions in French. Listen to and understand a description of a house in French. 	<p>Recap from Y3: a-à-â i un</p>	<p>Additional Resources: Activity: Rooms in the house – 1 copy per child – to go in books Resource: Rooms – 1 - 2 copies displayed around room. Knowledge Organiser – 1 per pair (Keep for rest of unit)</p> <p>Recap and recall – name types of houses and rooms in English.</p> <p>Attention grabber – learn French words for housing using slides. Paired discussion. Listening exercise using whiteboards.</p> <p>Activity 1 – Working with a partner, chn look at ‘rooms’ resources around classroom and add the vocab to their ‘rooms in the house’ resource. Stick in books.</p> <p>Activity 2 – Main event presentation. Check / correct vocab using slides and repeat words for each room. Check recall (slide 2) (whole class/ lolly sticks). Listening activity with whiteboards. Identify which house is being described (slides 3 and 4). Wrap up – if time. Build a sentence speaking activity.</p> <p>Extension: Include adjectives (petit / grand) in room conversation. Support: Label house in supported group.</p>	<p>J’habite dans... - I live in <i>un appartement – a flat</i> <i>une grande/petite maison – a big / small house</i> <i>une maison jumelée – a terraced house</i></p> <p>la salle à manger – the dining room la cuisine – the kitchen la chambre – the bedroom le salon – the living room il y a – there is il n’y a pas de – there is not</p>
2	<p><u>WALT: Write a description of a house in French</u></p>	<p>Pronouncing: au/eau/o</p>	<p>Resources: Writing frame – 1 between 2. French dictionaries.</p>	<p>au rez-de-chaussée – on the ground floor au premier étage – on the first floor</p>

	<ul style="list-style-type: none"> • Read, speak and write French words for parts of a house • Use vocab relating to my family members • Write my own description using a writing model 		<p>Link to Ma Maison Poem: https://video.link/w/ripDb</p> <p>Recap and recall – quickly recap room names using presentation (chn can refer to L1 activity sheet)</p> <p>Attention grabber – recap vocab for family members and verb ‘habiter’ using presentation. Invite children to say who they live with e.g. j’habite avec ma mère et ma sœur</p> <p>Main event – run through presentation, inviting chn to name rooms (slide 1 & 2). Hand out the writing frame resource <i>Model how to write a short description (see lesson plan)</i> Activity 1 – In books. Chn use the frame to describe a house and who lives there (real or imagined.) Extension: Use adjectives. Support: Group write.</p> <p>Wrap up: INCLUDE Play My House Rhyme on VideoLink. Pause the video at the end of each line to see what the children have understood. (You can turn off subtitles Youtube settings)</p>	<p>en bas – downstairs en haut – upstairs</p>
4	<p><u>WALT: use prepositions to describe the positions of objects</u></p> <ul style="list-style-type: none"> • Learn words for prepositions • Describe the position of objects and write this as a sentence 	<p>Recap from Y4: an/am/en/em z/s</p>	<p>Additional Resources: Activity: The dog and the kennel – 1 per child trimmed for books.</p> <p>Starter (Recap and recall from L3 Kapow lesson) – Using the ‘My bedroom’ presentation, chn guess the name of objects. Click to reveal word and audio file (use lolly-sticks). Practice vocab by building on the sentence starter ‘Dans ma chambre, il y a... (un lit, une chaise et une lampe etc)</p> <p>Attention grabber – Play the song: ‘Alain le lait - où est le chat ? - French prepositions’ on VideoLink. See how many prepositions chn can spot. Then recap using main event presentation (also on KO). Read a preposition and ask chn to show this with a</p>	<p>sous – under devant – in front of derrière – behind à côté du /de la / de l’ / des – next to the Où est... ? – Where is...?</p>

			<p>pencil / pen. Model descriptions (e.g. 'Le stylo est sur la table') Repeat to practice vocab.</p> <p>Activity 1 – In books Give each child a copy of the <i>Activity: The dog and the kennel</i>. Chn add the prepositions to describe where the dog is in relation to the kennel (la niche). Then write three full sentences using this vocab e.g: Le chien est dans la niche – The dog is <u>in</u> the kennel. Le chien est entre les niches – The dog is <u>between</u> the kennels.</p> <p>Activity 2 Using the Presentation: Où est, encourage the children to extend and practice their preposition vocab, by answering: Où est l'ordinateur? – Where is the computer?</p>	
5	<p><u>WALT: write a letter describing my home</u></p> <ul style="list-style-type: none"> • Describe rooms and objects in your house • Use at least 3 prepositions • Describe where I live and with whom • Write questions 		<p>Additional Resources: A letter to Sadrine – 1 copy per child (trimmed for books) Sadrine's letter translation – teacher / TA copy Success criteria & peer assessment – just copy top grid – 1 per child Knowledge Organiser – 1 per pair French dictionaries.</p> <p>(No need to do 'recap and recall').</p> <p>Attention grabber – practice prepositions with the 'where is the tortoise?' presentation. Chn write Vrai or Faux on whiteboards in response to questions. Encourage them to repeat / suggest the sentences describing its location.</p> <p>Activity 1 – Main event presentation: My French House. Show and play the letter (slide 1). Model how to use cognates / vocab to aid understanding. Show slide 2 and ask chn to work in groups to answer questions (using dictionaries / KOs).</p>	<p>Qu'est-ce que c'est ? – What is it?</p>

			<p>Activity 2: write a reply – in books. Display slide 3 and hand out A letter to Sandrine resource. Read her letter aloud and asking the class for alternative words that could be used to replace those in bold. Write these on the board. Click on the hide button and guide the chn to read the letter with the suggested alternative vocabulary. Click on reveal so that the model is visible for students to write their own letter. Extension: Encourage chn to include adjectives & conjunctions. Support: Use some model words.</p> <p>Activity 3: self and peer assessment – in books. Chn check their letters and a partners using the success criteria grid. Encourage chn to discuss successes / improvement tips.</p>	
Notes	<p>L3 (Lesson 3: Describing my French room) has not been included to create a 4 module unit. The preposition vocab is covered in L4.</p>			

Links:

[Lesson 1: My French house](#)

[Lesson 2: My French house and family](#)

[Lesson 4: Where it is in my French bedroom](#)

[Lesson 5: A letter about my French house](#)

Year 6 - Summer 1

Unit 3 = Kapow Unit 4 : [Planning a French holiday](#)

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: use the near future tense</u></p> <ul style="list-style-type: none"> Recall the present tense of the verb 'aller' – to go Recognise and use infinitive verbs Distinguish between present and near future tenses 	<p>No specific phonics for this unit.</p> <p>Mouth Mechanics in previous lessons / years can be used to support phonics.</p>	<p>Resources: Writing frame – first page only - 1 between 2. KO – 1 between 2 – keep for unit Link to: French verbs - Aller song</p> <p>START AT Attention grabber – Run through country names and challenge chn to guess them in their table groups (on whiteboards).</p> <p>Main event – Repeat with The verb aller presentation (*CHn repeat audio and then translate as game in table groups). Play: French verbs - Aller song and encourage chn to sing along.</p> <p>Run through the <i>Presentation: to go to France and other countries</i>, discussing: - the use of en (for feminine nouns), au (for feminine nouns) and aux (for plural nouns) to going 'to' a country (slide 1) - how to use aller + an infinitive verb to talk about what we are going to do – in the near future (slide 2)</p> <p>Activity 1 – In books. Display slide 3 and hand out the writing frames. In books children should write 3 sentences using the frame and translate each underneath.</p> <p>Support: Group write or limit amount of writing to 1 sentence or first part only (je vais alle ren France – without the reason.</p> <p>Wrap up – Display the Presentation: Present or future tense? Chn write F (Futur) or P (Present)</p>	<p>il/elle va – he/she goes nous allons – we go vous allez - you go (formal/pl) ils/elles vont – they go Je vais – I am going aller au/en/aux - to go to (m/f/pl) rester - to stay faire - to do/make</p>

			on whiteboards to show which tense they think the phrase is.	
2	<p><u>WALT: identify and form the present and near future tenses</u></p> <ul style="list-style-type: none"> • Conjugate the verb aller in the present tense • Form the near future using aller and an infinitive verb • Distinguish the present and near future tenses 		<p>Resources: The present and near futures activity sheet – 1 each trimmed.</p> <p>Recap and recall – Using <i>The verb aller presentation</i>, challenge children to work out the missing words in pairs / table groups (using whiteboards – then drag & drop).</p> <p>Attention grabber – Run through <i>The near future presentation</i>. Chn could move / point to the side of the room to show is the verb is present or future (slide 2).</p> <p>Main event – Run through <i>Present to future presentation</i> (slide 1 & 2 as a class / in pairs).</p> <p>Activity 1 – In books. Hand out the activity sheet for chn to complete. Encourage chn to use conjunctions et (and) and mais (but) e.g. Maintenant je nage et demain je vais jouer au tennis.</p> <p>Support: 2 sentences (not 4).</p>	
3	<p><u>WALT: describe which clothes to pack for a holiday</u></p> <ul style="list-style-type: none"> • Identify and recall holiday items • Use aller for present and near future tenses • Use a writing frame 		<p>Resources: Dans ma valise – 3 copies cut up Writing frame - 1 between 2. Holiday plans – 1 per child, trimmed</p> <p>Recap and recall – Run through the <i>Spot the mistakes</i> slide. Chn have a go at writing corrected phrase on whiteboards in pairs / table groups.</p> <p>(Unless you have time, miss out the Attention grabber to play Kidi Fun - Les Vacances and use language detective skills for sense.)</p>	<p>Quand/où/pourquoi vas-tu en vacances? – When/where/where are you going on holiday?</p> <p>En été ou en hiver? – In summer or in winter?</p> <p>Quel temps va-t-il faire? - What will the weather be?</p> <p>Que vas-tu faire? – What are you going to do?</p> <p>Qu'est-ce qu'il y a dans ta valise? - What is in your suitcase?</p>

			<p>Main event – Display the <i>Holiday clothes</i> presentation. Put cut out copies of the holiday clothes resource at the front. Recap seasons (slide 1) Teach children vocab & pronunciation for Summer (slide 2) and Winter (slide 3) holiday clothes.</p> <p>Activity 1 Teacher says ‘Dans ma valise, il y a ...’ and one of the items (In my suitcase there is...). Invite a runner from each table to collect the matching item picture from the front.</p> <p>Activity 2 – In books. Hand out the writing frames and holiday plan sheets. Chn can make up their own holiday, answering the questions on the holiday planning sheet, using the writing frame for guidance. Write on the sheet with the questions and stick in books. If time, they can draw a suitcase and label the items in French.</p> <p>Wrap up – share work and answer questions in French.</p> <p>Extension: Use adjectives. Support: Limit number of questions answers. Adult to model how to use the writing frame with the group.</p>	
4	<p><u>WALT: read and understand a story about a summer holiday</u></p> <ul style="list-style-type: none"> • Use language detective skills • Make sense of the text without the need to know every word ('gisting') • Answer retrieval questions 		<p>Resources: Reading text – 1 between 2. Reading text questions – 1 between 2. Vocab support resource – cut sheet in half. 1 half sheet between 2. Teacher notes reading text – 1 copy per adult. French dictionaries.</p> <p>Recap and recall – Unless you did L3, chn will match words using cognates / language detective skills, rather than recall.</p>	

			<p>Main event – Hand out the text, vocab sheets and dictionaries. Run through the presentation ‘<i>Gisting the text</i>’ to help chn decode unfamiliar words.</p> <p>Activity 1 – In books. Hand out the question sheet. Children to answer in books. Go through the answers as a class using the presentation slides. Chn mark answers in red.</p> <p>Support: Chn could write vocab on text sheet (using the vocab support) and answer ques 1-5 only. Extension: Add a sentence or 2 to Monique’s story.</p>	
5	<p><u>WALT: plan a holiday to France</u></p> <ul style="list-style-type: none"> • Recognise different ways to get to France • Navigate French accommodation websites • Record research on a holiday planning sheet 		<p>OPTIONAL EXTRA LESSON</p> <p>Resources: Holiday planner worksheet – half per child Vocab sheet – 1 per table Knowledge organisers (for unit) – 1 per pair iPads for research – links to websites on Kapow website.</p> <p>Recap and recall – Chn take it in turns to ask each other questions using the KO.</p> <p>Attention grabber – Explain to children that they will be planning a holiday to France (using the worksheet shown on slide 1). Show the video at: Office du Tourisme de Paris</p> <p>Main event – Hand out the holiday planning sheet and ipads. Activity 1 – In books Run through the <i>Planning a Holiday</i> presentation. Children complete the holiday planner sheet.</p> <p>Wrap up – Chn share holiday plans.</p>	

			Support: Use KO and vocab sheet Extension: Additional detail. Add reasons for choices (parce que... because...).	
Notes	Lesson 5 is optional, but would be a great end of unit activity, if time. It requires iPads for research.			

Links:

[Lesson 1: To go to France and other countries](#)

[Lesson 2: The near future in French](#)

[Lesson 3: Holiday clothes](#)

[Lesson 4: Holiday story](#)

[Lesson 5: Planning my French holiday](#)

Year 6 – Summer 2

Unit 4 = Kapow Unit 5 [Visiting a town in France](#)

Kapow Lesson #	WALT	French Mouth Mechanics (MUST INCLUDE)	Outcome(s)	Vocabulary
1	<p><u>WALT: Describe my route to school.</u></p> <ul style="list-style-type: none"> Say different ways to get to school. Describe places on route to school. Put together phrases to describe my route to school. 	<p>Recap from Y4: ch</p>	<p>Resources: Describing the way to school – 1 between 2. French dictionaries.</p> <p>Recap and recall – Practice prepositions with the ‘Where is the tortoise?’ presentation. Chn write missing preposition on whiteboards in pairs.</p> <p>Attention grabber – Teach & practice new vocab with the ‘How do you get to school?’ presentation, noting use of ‘en’ for transport you get into and ‘à’ for walking and cycling.</p> <p>Main event – Run through slides 1-13 of the ‘Near to and far from’ presentation.</p> <p>Activity 1 – Give 1 copy of the <i>Describing the way to school</i> resource per pair and ask chn to cut up picture & phrase boxes. Run through slides 14-16. In pairs, chn map route to school described in words & pictures.</p> <p>Activity 2 – Chn rearrange pictures & phrases to invent and describe a journey to school.</p> <p>Take a photo for books and write in the vocab.</p>	<p>près/loin de - near to/far from chez moi - at my house/home en voiture – by car en bus – by bus en train – by train en avion – by plane à vélo – by bike à pied – by foot</p>
2	<p><u>WALT: understand and speak directions to places in towns</u></p> <ul style="list-style-type: none"> Name places in a town. Know direction words and describe a route to a destination. 	<p>Recap from Y3: oi</p>	<p>Resources: Knowledge organiser – 1 between 2 (keep for unit) Town map – 1 per pair Activity – in my town map – print page 1 only. 1 per child. Link to Video: Jenny Gardner - Les directions</p>	<p>entre – between Où est ... ? Where is...? tout droit – straight ahead tourner à gauche / à droite - turn left/right la deuxième à gauche / à droite - second on the left/right</p>

	<ul style="list-style-type: none"> Ask for directions using preposition sentence openers. 		<p>Recap and recall – Run through QUICKLY. Display the <i>Places on the way</i> slide and challenge chn to complete the sentence: ‘Dans ma ville, il y a...’ (in my town, there is... With one of the places shown. (un parc, un bibliothèque (library), un musée (museum), une école (school), un marché (market) , une plage (beach), une gare (train station)). Use the knowledge organiser for support.</p> <p>Attention grabber – Teach new vocab using the <i>More places round town</i> presentation. On slide 4, model and guide chn to talk about the location of places in relation to one another. The town map resource has French place names, so can be used for support.</p> <p>Main event – Teach new vocab using the <i>Directions</i> presentation, with chn moving in response to direct words. Add names of places around the playground or classroom and encourage chn to direct one another to the place (using French directions). Add photo & vocab to books.</p> <p>Wrap up – play https://video.link/w/wmHFc stopping at points to check for understanding.</p>	
3	<p><u>WALT: learn about travel to France through role play</u></p> <ul style="list-style-type: none"> Role play a journey to France. Begin to use negative sentences correctly. 	<p>Recap from Y6/ Unit 2: au/eau/o</p>	<p>Resources: Passport – 1 per child (half sheet - trimmed) Bienvenue à Paris - 1 per pair / sm group (resource can be reduced onto 1 sheet).</p> <p>Recap and recall – Display the <i>Giving directions</i> slide. In table groups (or pairs), challenge chn to write down the directions in order on whiteboards.</p> <p>Attention grabber – Display the <i>Le Passport</i> presentation and hand out the passport resource. Run through the slides to help children complete their own imaginary French passport. Use this for the role play, then stick it in books (under WALT).</p>	<p>un billet - a ticket un billet pour Paris s’il vous plait - a ticket for Paris please Tu vas aller au/à la/à l’... ? Are you going to...? Non, je ne vais pas aller au/à la/à l’... No, I am not going to...</p>

			<p>Main event: <i>Welcome to France!</i> slides Slide 1 – 3. Listen, repeat and check for understanding. Slide 3: After whole class read through, chn role play in pairs, then swop roles. Slides 4-6 - Listen, repeat and check for understanding -> Activity 2 Wrapping up. Practice conversation, using the <i>Bienvenue à Paris</i> resource.</p>	
4	<p><u>WALT: express or justify an opinion on where to visit in a town</u></p> <ul style="list-style-type: none"> Express an opinion about where to visit in a town. Use a standalone adjective to describe a place. Use connectives in my writing. 		<p>Resources: Sightseeing-relay - 2 copies with sentences cut up – 1 sentence per table group. 2 pots per table group. Sightseeing sentence building – for support. French dictionaries.</p> <p>Recap and recall – Table challenge – write as many direction and place words on whiteboards as possible within 2 mins. Attention grabber – Activity 2 pots per table at the front of the class. 1 empty, the other containing a cut up sentence from the sightseeing relay resource.</p> <p>Activity – Chn take it in turns to go to their table bowl and choose a word. They memorise it, then put it in the empty bowl. They go back to their table and tell their group the word and how to spell it. The group write it on a whiteboard. Repeat until all the words have gone. Chn then rearrange words into a sentence and work out what it means. Go through the answers using the <i>Sort the sentences</i> slides.</p> <p>Main event – Teach and recap vocab using the <i>Sightseeing</i> presentation. Model how to use opinion words on slide 14, highlighting that ‘aller à + le’ becomes ‘aller au’. Children practise sentences orally.</p> <p>In books – chn write sentences giving their opinion on visiting a place and the reason.</p>	

			<p>Extension: Use conjunctions: et (and), mais (but), aussi (also). Use adjectives. Recap that they reflect the gender / number of the noun (e.g. vert/ verte/ verts/ vertes) and that adjectives of colour go after the noun whereas adjectives of size go in front e.g. la petite piscine verte).</p> <p>Support: Use sightseeing sentence building resource.</p>	
Notes	Lesson 5: French tourism has been omitted. It could be added as an extension activity.			

Links:

[Lesson 1: French directions to school](#)

[Lesson 2: Directions to places in a French town](#)

[Lesson 3: Transport in a French town](#)

[Lesson 4: Sightseeing in a French town](#)