

PROJECT: *You can Make a Difference/ Ancient Achievements*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<p>BEGIN WITH KS1 REVISION OF CLASSROOM INSTRUCTIONS</p> <ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 1 'C'est moi!' (Greetings, How are you?, giving your name, numbers 1-10, saying your age) Salut Sophie-Unit 5 'Les couleurs' (colours, classroom objects, favourites) 2simple French incl songs 'Ma famille' Bonjour Marc and Je m'apelle Amelie/ les couleurs/ la sale de classe Espresso 'Allez' 	<p>Dictionary skills- locating words and correct part of dictionary Cognates, context and picture clues: -use mime and gesture help make self-understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) Specific Cognates for this unit-madame, age, fatigue Listening skills: - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings Memorisation: -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise</p>	<p>Grammatical structures: Following instructions- vous Je suis J'ai Ask and answer questions How do you say? Adjectival agreement Aimer (J'aime, je n'aime pas, j'adore, je deteste, tu aimes?) Masculine and feminine nouns</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Bonjour/ bonne journée Bon soir/ bonne soirée Bonne nuit Au revoir Salut Monsieur/ Madame/ Mademoiselle</p> <p>Comment t'appelles tu? Je m'appelle...</p> <p>Ca va? Ca va bien/ comme ci comme ca/ mal. Je suis fatiguee</p> <p>Quel age as-tu? J'ai ___ans.</p> <p>Red, blue, yellow, green, orange, purple, brown, black grey, pink, white.</p> <p>Pencil, pen, rubber, ruler, paper, book etc.</p> <p>Word order Le crayon bleu</p> <p>Agreements Les stylos verts</p>	<ul style="list-style-type: none"> Reading- <i>C'est moi</i> range of books ISBN 978-2-211-08993-7, ISBN 2-211-06208-3 Practical speaking and listening- introductions to children in other classes, parents and other schools in cooperative trust Writing- introduction about self to begin e-twinning with a school in France for year ahead. 	

*ALL OBJECTIVES IN NC TO BE COVERED

PROJECT: *Invaders and Settlers / Body Magic*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 2 'Mon pays' (where you live, around town, French names for other countries, languages we speak, weather) No unit for directions. See vocab below Espresso 'le monde' 	<p>Dictionary skills- locating words and correct part of dictionary- finding names of types of shops</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use mime and gesture help make self understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) <p>Specific Cognates for this unit- cinema, bank, pharmacy, park, café, hospital, post office.</p> <p>Listening skills:</p> <ul style="list-style-type: none"> - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings <p>Memorisation:</p> <ul style="list-style-type: none"> -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise 	<p>Grammatical structures:</p> <p>Ou est?</p> <p>Il y a/ il n'y a pas</p> <p>Je vais (irregular verb conjugation)</p> <p>Prepositions- next, near, behind, between</p> <p>But as a connective (mais)</p> <p>e.g.</p> <p>En Angleterre il fait froid mais en Australie, il fait chaud.</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>J'habite en...</p> <p>Ou est...</p> <p>Pour aller a la...</p> <p>Il y a un...pres d'ici?</p> <p>Cinema, supermarket, swimming pool, park, beach, shop, post office, pharmacy, bank, café, hospital, library.</p> <p>Simple directions to consolidate left and right in English! A gauche, a droit, tout droit, continuez tu droit, tournez a gauche/ droit</p> <p>Weather-</p> <p>Il fait froid/ chaud/ beau/ mauvais/, il pleut, il fait gris, il neige, il fait du soleil, il fait du vent, il y a du brouillard.</p>	<ul style="list-style-type: none"> Reading- French newspapers and the weather report. Dans la ville book ISBN 2-09-250860-1 Practical speaking and listening- filming a weather forecast for their locality Giving directions to a place or following a map. Writing- a guide to town, make a map of a town 	

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PROJECT: *Lights, camera...action! / You choose*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 3 'Mon anniversaire' (numbers 11-31, days of the week, months of the year, saying the date, my birthday) 2simple French 'les numeros' incl song 'un, deux, trois'/ le mois de l'annee Espresso 'Allez' and l'heure' 	<p>Dictionary skills- locating words and correct part of dictionary</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use mime and gesture help make self-understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) <p>Specific Cognates for this unit-most of the months</p> <p>Listening skills:</p> <ul style="list-style-type: none"> - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings <p>Memorisation:</p> <ul style="list-style-type: none"> -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise 	<p>Grammatical structures:</p> <p>Mon, ma, mes</p> <p>Et as a connective.</p> <p>I- first person</p> <p>You- second person</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Days</p> <p>Months</p> <p>Seasons</p> <p>En Janvier, il fait froid</p> <p>Numbers</p>	<ul style="list-style-type: none"> Reading- M. Anniversaire ISBN 9782012252004 (Mr Men book) Practical speaking and listening- video detailing year's events or a video diary for a week Writing- Create a calendar of events for the year. 	

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PROJECT: *You can Make a Difference/ Ancient Achievements*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> BEGIN WITH REVISION OF CLASSROOM INSTRUCTIONS Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 4 'Ma famille' (my family) Salut Sophie-Unit 6 'Mon corps' (parts of the body, describing myself and others) 2simple French 'Ma famille'/ 'le corps humain' Take 10 DVD active games and songs 	<p>Dictionary skills- locating words and correct part of dictionary</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use mime and gesture help make self-understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) <p>Specific Cognates for this unit- none</p> <p>Listening skills:</p> <ul style="list-style-type: none"> - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings <p>Memorisation:</p> <ul style="list-style-type: none"> -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise 	<p>Grammatical structures:</p> <p>Possessive pronoun</p> <p>Avoir (J'ai, tu as, tu as des frères ou des sœur? Je n'ai pas de)</p> <p>Il/ elle s'appelle, il/elle a ____ ans</p> <p>Etre- je suis, tu es, il est, elle est</p> <p>Plurals</p> <p>Je voudrais</p> <p>Introduce parce que for because.</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Family- members, age, live, name, address, English, clothes</p> <p>Parts of the body for illness/ injury</p> <p>Common illnesses</p> <p>It hurts here, I have a cold, I need medicine.</p> <p>J'ai mal a/ au</p> <p>I have (brown) hair, eyes.</p>	<ul style="list-style-type: none"> Reading- la famille ISBN 9780431931364, le corps ISBN 9782070617258 Practical speaking and listening- role play pharmacy or Doctor's surgery Writing- family report 	

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PROJECT: *Invaders and Settlers / Body Magic*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 7 ' Les Animaux' (Animals, adjectives) 2simple French 'les animaux' incl song Espresso- 'en famille' 	<p>Dictionary skills- locating words and correct part of dictionary</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use mime and gesture help make self-understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) <p>Specific Cognates for this unit-elephant, gerbil, hamster</p> <p>Listening skills:</p> <ul style="list-style-type: none"> - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings <p>Memorisation:</p> <ul style="list-style-type: none"> -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise 	<p>Grammatical structures:</p> <p>Adjectives e.g. big and small</p> <p>Revision of aimer</p> <p>Revision of avoir</p> <p>Revision of adjectival agreement</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Pets/ animals</p> <p>J'ai</p> <p>Je n'ai pas</p> <p>J'adore</p> <p>Je voudrais</p> <p>J'avais</p> <p>Mon chien est...</p> <p>Mon chien s'appelle...</p>	<ul style="list-style-type: none"> Reading- <i>Bébés animaux</i> ISBN 9782011174857, <i>Les animaux de la ferme</i> ISBN 9782092531181 Practical speaking and listening- running a pet shop in French or a vet's to build on body parts/ illness from previous unit Writing-write a children's book about animals 	

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PROJECT: *Lights, camera...action! / You choose*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 10 'Qu'est-ce que tu veux?' (food and drink) 2simple French 'la nourriture' incl song 'J'aime manger' Espresso-'on mange' 	<p>Dictionary skills- locating words and correct part of dictionary</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use mime and gesture help make self-understood - get clues about meaning by looking at the speaker's face -spot contextual clues (pictures, situation) <p>Specific Cognates for this unit-fruit, soup, beef, pork, sausages, tea.</p> <p>Listening skills:</p> <ul style="list-style-type: none"> - imitate, repeat and practise speaking in another language - ask for repetition - use techniques to develop pronunciation, e.g. apply French phonics learning, observing native speakers, speaking aloud, making recordings <p>Memorisation:</p> <ul style="list-style-type: none"> -memorise through singing -memorise through rhyme and rhythm -use physical actions to memorise 	<p>Grammatical structures:</p> <p>Revisit aimer</p> <p>Questions and answers</p> <p>Can I have?</p> <p>Conditionals Je voudrais</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Knowing foods</p> <p>Ordering foods</p> <p>Je voudrais</p> <p>Avec vous</p> <p>Grand/ moyen/ petit</p> <p>Puis-je avoir</p> <p>Cutlery, plate, bowl, glass etc</p> <p>Vous avez une table pour...</p>	<ul style="list-style-type: none"> Reading- My First Bilingual Book - Food / La Nourriture ISBN 1902915925 Practical speaking and listening- run a French café Writing-café conversations write up 	

*ALL OBJECTIVES IN NC TO BE COVERED

PROJECT: *The Wide, wide world/ Anglo Saxon England*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 9 'Mon ecole et moi' (school subjects, likes and dislikes with because, transport) Espresso-'l'ecole' 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit- most school subjects, bus, train, taxi</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	<p>Grammatical structures:</p> <p>Revisit aimer</p> <p>Revisit conditionals</p> <p>Parce que c'est for reasons</p> <p>Aller as an irregular verb conjugation</p> <p>Revision of directional language from Y3/4</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>School subjects</p> <p>Je voudrais un velo svp</p> <p>Je voudrais un velo bleu svp</p> <p>Je voudrais un velo moyen svp</p> <p>Je vais en voiture</p> <p>Je voudrais un billet simple/ un billet aller retour a Disney svp.</p> <p>C'est combien pour le parking?</p> <p>Ou est l'arret bus?</p> <p>Le bus pour la plage passé par ici?</p> <p>Mon vol est retard.</p>	<ul style="list-style-type: none"> Reading- My First Bilingual Book - Transport / Le Transport ISBN 1902915682 Practical speaking and listening- catching public transport scenarios, ringing up for a taxi, catching a bus, ordering tickets. Writing- A holiday conversation write-up. 	

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PROJECT: Ready, Steady...Cook!/ Human Impact on Earth

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 8 'Quelle heure est-il? (Time, multiples of 10 to 100, describing my day) Unit 12 Clothes Espresso- 'l'heure' 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit- t shirt, jeans, shorts, pyjamas</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	<p>Grammatical structures:</p> <p>Revision of all grammar taught</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Hours</p> <p>Midi/ minuit</p> <p>Un pantalon- la taille- quelle taille?</p> <p>Un short</p> <p>Un maillot</p>	<ul style="list-style-type: none"> Reading- <i>Mes vêtements</i> ISBN 9780431931418, <i>Quelle heure est-il, Monsieur le Loup?</i> ISBN 9782203138889 Practical speaking and listening- hold a clothes show in French Writing- write a clothes catalogue or guide 	

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PROJECT: On the right track/ A journey through time

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Take 10 phonics-Teachers should make their own choices of phonics based on, for example, particular phonemes/ graphemes that their pupils are finding challenging or key vocabulary they want to introduce Salut Sophie-Unit 11 (Sports and hobbies) 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit-</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	<p>Grammatical structures:</p> <p>Positive and negative adjectives</p> <p>Revision of aimer</p> <p>Introduce verb jouer and conjugate</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>J'aime Je n'aime pas J'adore Je deteste Tu aimes?</p> <p>Jouer au Aller au Regardez le tele Je fais du velo</p>	<ul style="list-style-type: none"> Reading- My First Bilingual Book - Sports (French - English) ISBN 9781840597523 Practical speaking and listening- Hold a hobbies exhibition in French Writing- Olympic sports pamphlet 	

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BOURNVILLE PRIMARY SCHOOL LANGUAGES SCHEME OF WORK MEDIUM TERM PLAN YEAR 6

TERMS 1/2

PROJECT: *The Wide, wide world/ Anglo Saxon England*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Revision of previous units 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit-</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	<p>Revision of previous units and grammar. Also any mispronunciations using phonics program.</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Revision of all phrases and vocabulary</p>	<ul style="list-style-type: none"> Reading- planned with children Practical speaking and listening- planned with children Writing- planned with children 	

***ALL OBJECTIVES IN NC TO BE COVERED**

PROJECT: Ready, Steady...Cook!/ Human Impact on Earth

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Revision of previous units 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit-</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	Revision of previous units and grammar. Also any mispronunciations using phonics program.
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
Revision of all phrases and vocabulary	<ul style="list-style-type: none"> Reading- planned with children Practical speaking and listening- planned with children Writing- planned with children 	

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BOURNVILLE PRIMARY SCHOOL LANGUAGES SCHEME OF WORK MEDIUM TERM PLAN YEAR 6

TERMS 5/6

PROJECT: *The Wide, wide world/ Anglo Saxon England*

CONTEXT	LANGUAGE LEARNING STRATEGIES	GRAMMAR
<ul style="list-style-type: none"> Revision of previous units 	<p>Dictionary skills- building word lists and checking dictionaries for meanings</p> <p>Cognates, context and picture clues:</p> <ul style="list-style-type: none"> -use previously taught content from Y3/4 to enhance conversations -use grammar knowledge to translate words <p>Specific Cognates for this unit-</p> <p>Listening skills:</p> <ul style="list-style-type: none"> -getting the gist of spoken conversations <p>Memorisation:</p> <ul style="list-style-type: none"> -using written strategies to help memorisation 	<p>Revision of previous units and grammar. Also any mispronunciations using phonics program.</p>
CORE VOCABULARY AND PHRASES	POSSIBLE OUTCOMES	EVALUATION
<p>Revision of all phrases and vocabulary</p>	<ul style="list-style-type: none"> • Reading- planned with children • Practical speaking and listening- planned with children • Writing- planned with children 	

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