

# Languages Learning Sequence Document - Year 5/6 - 2021/2022



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



	<p>4- To learn how to read a weather map and describe the weather in different parts of the country.</p> <p>5- To use all the weather information learnt in this unit to be French weather presenters.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>increasing accuracy and understanding.</p> <p>3- To introduce the language required to ask and answer the target question: <i>As-tu des frères et sœurs?</i> (Do you have any brothers or sisters?)</p> <p>4- To consolidate the previously learnt language and to be able to introduce their family members by being able to say what their names are.</p> <p>5- To learn how to say and recognise numbers 1-70 in French and use this knowledge to be able to say how old our family members are.</p> <p>6- To revise all language covered so far and complete assessment for the unit.</p>	<p>3- Further development of our French knowledge by introducing, learning and using the structure "qui s'appelle..." ("that is called...")</p> <p>4- Further linguistic progress by learning how to use the negative structure "je n'ai pas de / d'..."</p> <p>5- The children will be shown how to link all their new language together and will also be introduced to a new connective "mais" ("but")</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>	<p>3-To introduce the children to ten French nouns for sports currently in the Olympic games.</p> <p>4-To consolidate all the language covered so far by introducing the verb <i>faire</i> ('to do') as well as a negative option for not doing a particular sport using the structure <i>je ne fais pas de</i>.</p> <p>5-To show the children how to use all the language they have covered in this unit in a real context.</p> <p>6-To consolidate all the language covered so far in the unit by preparing a PowerPoint/oral presentation about Olympic history and current Olympic sports.</p>	<p>4-To consolidate new language <i>j'ai</i> and <i>je n'ai pas de</i>. Extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case.</p> <p>5-To quickly revise <i>dans ma trousse j'ai</i> and <i>dans ma trousse je n'ai pas de</i> and teach the children simple classroom commands in French.</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>	<p>3-To consolidate the new language activities introduced last week with a variety of activities.</p> <p>4-To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.</p> <p>5-To consolidate all the language covered so far and introduce three positive and three negative opinion phrases.</p> <p>6-To revise all language covered so far and complete assessment for the unit.</p>
End Point:	<p>- Recognise and recall the 9 weather expressions in French from memory.</p> <p>-Ask what the weather is today and give a reply in French.</p> <p>-Describe the weather in France, in French using a weather map with symbols.</p>	<p>-Remember the nouns for family members in French from memory.</p> <p>-Describe our own or a fictitious family in French by name, age, and relationship.</p> <p>-Count to 70 in French.</p> <p>-Understand possessive adjectives better in French ('my' form only).</p>	<p>-Know the nouns and indefinite articles for 8 common pets.</p> <p>-Ask somebody if they have a pet and give an answer back.</p> <p>-Say in French what pet we have/do not have and give our pet's name.</p> <p>-Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences.</p>	<p>-Understand the key facts of the ancient and modern Olympics recounted in French. -Learn 10 nouns and articles for common Olympic sports.</p> <p>-Explore the full present tense conjugation of the high frequency verb FAIRE.</p> <p>-Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</p>	<p>-Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>-Learn how to use the negative in French.</p> <p>-Describe what we have and do not have in our pencil case.</p> <p>-Respond to simple classroom commands.</p>	<p>Tell the time in French using quarter past, half past and quarter to.</p> <p>-Say and write in French what we do at the weekend using two or more sentences.</p> <p>-Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>
Vocabulary:	<p><i>Quel temps fait-il?</i> -What weather is it?  <i>Il fait chaud</i> - It is hot  <i>Il pleut</i> - It is raining  <i>Il fait froid</i> -It is cold  <i>Il neige</i> - It is snowing  <i>Dans le nord de la France</i> - In the north of France  <i>Il y a un orage</i> -There is a storm  <i>Dans le sud de la France</i> -In the south of France  <i>Il y a du soleil</i> -It is sunny  <i>Dans le centre de la France</i> - In the centre of France  <i>Il y a du vent</i> - It is windy  <i>Dans l'ouest de la France</i> -In the west of France  <i>Il fait beau</i> -The weather is fine  <i>Dans l'est de la France</i> -In the east of France  <i>Il fait mauvais</i> -The weather is not good  <i>Le temps</i> -The weather</p>	<p><i>La famille</i> -The family  <i>Les grands-parents</i> -The grandparents  <i>Le père</i> -The father / <i>The dad</i>  <i>Mon, Ma, Mes</i> -My  <i>La mère</i> -The mother / <i>The mum</i>  <i>Le frère</i> -The brother  <i>As-tu des frères et sœurs?</i> - Do you have any siblings/brothers or sisters?  <i>La sœur</i> -The sister  <i>Oui, j'ai un frère</i> -Yes, I have a brother  <i>Le grand-père</i> -The grandfather  <i>Oui, j'ai une sœur</i> -Yes, I have a sister  <i>La grand-mère</i> -The grandmother  <i>L'oncle</i> -The uncle  <i>La tante</i> -The aunt  <i>Non, je suis fils unique</i> -No, I am an only child (boy)  <i>Le beau-père</i> -The stepfather  <i>Non, je suis fille unique</i> -No, I am an only child (girl)  <i>La belle-mère</i> -The stepmother  <i>Comment tu t'appelles?</i> - What is your name?  <i>Le demi-frère</i> -The stepbrother/halfbrother  <i>Comment s'appelle ton [male family member] / ta [female family member] ?</i> - What is your [family member]'s name?  <i>La demi-sœur</i> -The stepsister/halfsister  <i>Je m'appelle...</i> - My name is...  <i>Le fils</i> The son  <i>Il/elle s'appelle...</i> - His/her name is...  <i>La fille</i> -The daughter  <i>Quel âge as-tu?</i> -How old are you?  <i>Le cousin</i> -The cousin (male)  <i>Quel âge a ___?</i> - How old is ___?  <i>La cousine</i> -The cousin (female)  <i>J'ai ___ ans</i> - I am ___ years old  <i>Les parents</i> -The parents  <i>Il/elle a ___ ans</i> - He/she is ___ years old</p>	<p><i>Un chien</i> - A dog  <i>J'ai</i> - I have  <i>Un chat</i> - A cat  <i>Je n'ai pas de / d'</i> - I do not have  <i>Un lapin</i> - A rabbit  <i>J'ai un</i> - I have a (masculine)  <i>Un hamster</i> -A hamster  <i>J'ai une</i> - I have a (feminine)  <i>Un poisson rouge</i> -A gold fish  <i>Qui s'appelle</i> -That is called  <i>Un oiseau</i> - A bird  <i>Et</i> -And  <i>Une souris</i> - A mouse  <i>Mais</i> - But  <i>Une tortue</i> - A tortoise</p>	<p><i>Les Jeux Olympiques</i> -The Olympics  <i>Je fais du plongeon</i> - I do diving  <i>Il est nageur</i> -He is a swimmer  <i>Les Jeux Olympiques de l'antiquité</i> -The ancient Olympic games  <i>Elle est nageuse</i> -She is a swimmer  <i>Je fais du cyclisme</i> - I do cycling  <i>Il est plongeur</i> -He is a diver  <i>L'athlétisme</i> - Athletics  <i>Je fais du tir à l'arc</i> - I do archery  <i>Elle est plongeuse</i> -She is a diver  <i>L'équitation</i> -Horse riding  <i>Je ne fais pas d'athlétisme</i> - I don't do athletics  <i>L'escrime</i> - Fencing  <i>Je ne fais pas d'aviron</i> -I don't do rowing  <i>L'aviron</i> -Rowing  <i>Je ne fais pas d'équitation</i> -I don't do horseriding  <i>Il est archer</i> -He is an archer  <i>La natation</i> -Swimming  <i>La boxe</i> -Boxing  <i>Je ne fais pas de boxe</i> - I don't do boxing  <i>Il est rameur</i> -He is a rower  <i>Le cyclisme</i> -Cycling  <i>Elle est rameuse</i> -She is a rower  <i>Le plongeon</i> -Diving  <i>Je fais</i> - I play/do (a sport)  <i>Le tir à l'arc</i> - Archery  <i>Tu fais</i> - You (one person) play/do (a sport)  <i>Le triathlon</i> -Triathlon  <i>Je ne fais pas de cyclisme</i> - I don't do cycling  <i>Il fait</i> -He play/does (a sport)  <i>Faire</i> - To do  <i>Elle fait</i> -She plays/does (a sport)  <i>Je fais de l'athlétisme</i> - I do athletics  <i>Il/elle est athlète</i> -He/she is an athlete  <i>Nous faisons</i> - We play/do (a sport)</p>	<p><i>Un taille crayon</i> -A pencil sharpener  <i>Qu'est ce qu'il y a dans ta trousse?</i> -What do you have in your pencil case?  <i>Un cahier</i> - An exercise book  <i>Dans ma trousse j'ai...</i> - In my pencil case I have..  <i>Un crayon</i> - A pencil  <i>Dans ma trousse je n'ai pas de..</i> -In my pencil case I do not have..  <i>Un bâton de colle</i> - A glue stick  <i>Écoutez</i> -Listen  <i>Un stylo</i> -A pen  <i>Écrivez</i> - Write  <i>Une trousse</i> -A pencil case  <i>Répétez</i> -Repeat  <i>Un cartable</i> -A school bag  <i>Silence</i> - Silence  <i>Un livre</i> - A reading book  <i>Ouvrez vos cahiers</i> -Open your books  <i>Une gomme</i> -A rubber  <i>Fermez vos cahiers</i> -Close your books  <i>Une règle</i> -A ruler  <i>Pensez</i> -Think  <i>Une calculatrice</i> - A calculator  <i>Lisez</i> -Read  <i>Des ciseaux</i> -A pair of scissors  <i>Demandez</i> - Ask  <i>J'ai</i> -I have  <i>Levez la main</i> -Raise your hand  <i>Je n'ai pas de/d'</i> -I do not have</p>	<p><i>Le week-end</i> -The weekend  <i>Il est midi</i> - It is midday  <i>Quelle heure est-il?</i> -What time is it?  <i>Il est minuit</i> -It is midnight  <i>Et quart</i> -Quarter past  <i>Je me lève</i> - I get up  <i>Et demie</i> - Half past  <i>Je prends mon petit déjeuner</i> -I have my breakfast  <i>Moins le quart</i> - Quarter to  <i>Je regarde la télé</i> -I watch television  <i>Il est une heure</i> -It is one o'clock  <i>Je lis des bandes dessinées</i> - I read comics  <i>Il est deux heures</i> - It is two o'clock  <i>J'écoute de la musique</i> - I listen to music  <i>Il est trois heures</i> - It is three o'clock  <i>Je joue à l'ordinateur</i> -I play computer games  <i>Il est quatre heures</i> -It is four o'clock  <i>Je joue au foot</i> -I play football  <i>IL est cinq heures</i> -It is five o'clock  <i>Je vais à la piscine</i> - I go to the swimming pool  <i>Il est six heures</i> -It is six o'clock  <i>Je vais au cinéma</i> -I go to the cinema  <i>Il est sept heures</i> - It is seven o'clock  <i>Je me couche</i> -I go to sleep  <i>Il est huit heures</i> -It is eight o'clock  <i>Et</i> -And  <i>Il est neuf heures</i> - It is nine o'clock  <i>Après</i> - After  <i>Il est dix heures</i> - It is ten o'clock  <i>Aussi</i> - Also  <i>Il est onze heures</i> - It is eleven o'clock  <i>Plus tard</i> -Later on  <i>Il est douze heures</i> - It is twelve o'clock  <i>Enfin</i> -Finally</p>



				<p><i>Vous faites- You (more than one person) play/do (a sport)</i> <i>Ils font- They (group of males or mixed gender group) play/do (a sport)</i> <i>Elles font- They (group of females) play/do (a sport)</i> <i>Je fais de la natation- I do swimming.</i></p>		
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