

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Who am I?	Who am I?	What's in your family's year?	What's in your family's year?	What is the alphabet?	What pets do we have?
Year 4	Where can we travel?	Where do you live?	What do you look like?	What can you do for fun?	What can we play?	Where do animals live?
Year 5	What is in my town?	How do I get there?	What can I eat when I am celebrating?	Can I talk and write about space in French?	What changes with the seasons?	How high can you count?
Year 6	Which number is the biggest?	What is the time?	What happens at school?	What happens at school?	What can I eat?	How do I order in a restaurant?

NC Content	Listening (L)	Speaking (S)	Reading (R)	Writing (W)	Grammar (G)
	<p>1) Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>2) Explore the patterns and sounds of language through songs, rhymes and link the spelling, sound and meaning of words.</p>	<p>1) Engage in conversations; ask and answer questions; express opinions and respond to those of others and seek clarification and help.</p> <p>2) Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>3) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. 4) Present ideas and information orally to a range of audiences</p>	<p>1) Read carefully and show understanding of words, phrases and simple writing.</p> <p>2) Broaden their vocabulary and develop their ability to understand new words including through using a dictionary.</p>	<p>1) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>2) Describe people, places, things and actions in writing.</p>	<p>1) Understand basic grammar e.g. feminine and masculine forms.</p> <p>2) Conjugation of high-frequency verbs.</p> <p>3) Understand key features and patterns of the language to build sentences.</p> <p>4) Understand how grammar taught is similar/different to English.</p>
<b>Year 3</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<p><u>Classroom instructions</u> L1 S3, R1</p> <p><u>Classroom items</u> L1,2 S1,2,3,4 R1 W1 G1</p> <p><u>Greetings</u> L1,2, S1,2,3 R1</p> <p><u>Name</u> L1 S1,2,3, R1</p> <p><u>Counting</u> 1-12 L1,2, S3, R1</p> <p><u>Age</u> L1 S1,2,3 R1</p>		<p><u>Days of the week</u> L1,2 S3 R1</p> <p><u>Months of the year</u> L1,2 S3 R1</p> <p><u>Birthday</u> L1 S1,2,3 R1</p> <p><u>Numbers 13-31</u> L1,2 S3, R1</p> <p><u>Family</u> L1,2 S1,2,3,4 R1 W1 G1</p>		<p><u>Alphabet</u> L1,2 S3</p> <p><u>Colours</u> L1,2 S3, R1</p> <p><u>Pets</u> L1,2 S1,2,3,4 R1, W1 G1,4</p> <p><u>Likes/Dislikes</u> L1 S1,2,3 R1, G4</p>

<b>Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<u>Countries &amp; nationalities</u> L1 S1,2,3, R1, W1,2 G1,3 <u>Weather</u> L1,2 S1,2,3,4 R1 W1 G3 <u>Rooms in the house</u> L1,2 S1,2,3,4 R1, W1,2 G1	<u>Body parts</u> L1,2 S1,2,3 R1 W1,2 G1,3,4 <u>Clothing items</u> L1,2 S1,2,3,4 R1,2 W1,2 G1,2,3,4 <u>Sports</u> L1,2 S1,2,3, R1,2 W1 G1,2 <u>Likes/Dislikes</u> L1S1,2,3 R1 W1 G1,2,3,4	<u>Toys</u> L1,2 S1,2,3,4 R1,R2 W1,2 G1,2,3,4 <u>Games</u> L1,2 S1,2,3,4 R1,R2 W1,2 G1,2,3,4 <u>Animals</u> L1,2 S1,2,3,4 R1, W1 G1,4 <u>Descriptions</u> L1,2 S1,2,3 R1 W1,2 G1,3,4
<b>Year 5</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<u>Buildings in the town</u> L1,2 S1,2,3, R1,2 W1, G1,3 <u>Simple directions</u> L1,2 S1,2,3,4 R1 G1,2,3,4 <u>Position of buildings</u> L1 S1,2,3 R1, G1,3,4 <u>Opinions about town + reasons</u> L1 S1,2,3 R1,2 W1,2 G1,2,3,4 <u>Modes of transport</u> L1,2 S1,2,3,4 R1, W1,2 G1	<u>Food</u> L1 S1,2,3,4 R1 G1,4 <u>Drink</u> L1 S1,2,3,4 R1 G1,4 <u>Likes/Dislikes</u> L1S1,2,3 R1 W1 G1,2,3,4 <u>Opinions and reasons</u> L1,2 S1,2,3,4 R1,2 W1 G1,2,3,4 <u>Planets</u> L1 S1,2,3,4 R1 G1,4	<u>Seasons</u> L1 S1,2,3,4 R1 G1,4 <u>Weather</u> L1,2 S1,2,3,4 R1 W1 G3 <u>Colours</u> L1,2 S3, R1 <u>Numbers to 100</u> L1,2 S3, R1, W1
<b>Year 6</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<u>Numbers and basic maths</u> L1,2 S3, R1, W1 <u>Time</u> L1 S1,2,3 R1 <u>Daily routine</u> L1,2 S1,2,3 R1,2 W1,2 G1,2,3,4	<u>School subjects</u> L1,2 S3, R1,2 W1 G1 <u>Opinions and reasons</u> L1,2 S1,2,3,4 R1,2 W1 G1,2,3,4 <u>Rooms in the school</u> L1 S3 R1 <u>School day</u> L1 S1,2,3 R1,2 W1,2 G1,2,3,4	<u>Favourite foods</u> L1,2 S1,2,3,4 R1 G1,4 <u>Order in a restaurant</u> L1,2 S1,2,3,4 R1 G1,4 <u>Likes/Dislikes</u> L1S1,2,3 R1 W1 G1,2,3,4 <u>Opinions and reasons</u> L1,2 S1,2,3,4 R1,2 W1 G1,2,3,4

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Where is France?	How high can you count?	What day is it?	When is your birthday?	How do you spell that?	Do you have any pets?
<b>Week 2</b>	What shall I do?	How high can you count?	What day is it?	When is your birthday?	How do you spell that?	Do you have any pets?
<b>Week 3</b>	What's in your pencil case?	How old are you?	What month is it?	Who's in your family?	How do you spell that?	What do you like and dislike?
<b>Week 4</b>	What's in your pencil case?	How old are you?	What month is it?	Who's in your family?	What colour is that?	What do you like and dislike?
<b>Week 5</b>	How are you?	Practising basic conversations	Can you count higher?	Practising basic conversations	What colour is that?	What is Bastille Day?
<b>Week 6</b>	How are you?	Practising basic conversations	Can you count higher?	What happens at Easter?	Practising basic conversations	Practising basic conversations
<b>Week 7</b>	What's your name?	What is Christmas?				

**Year 3 Scheme of Work - Autumn Term**

<u>Who am I?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Languages and where spoken, France and capital city/landmarks.</li> <li>• Classroom commands</li> <li>• Items in a classroom</li> <li>• Greetings</li> <li>• Name &amp; introducing yourself</li> <li>• Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom instructions</li> <li>• Name classroom items</li> <li>• Simple greetings</li> <li>• Making simple statements (name, age, how feeling &amp; classroom items)</li> <li>• Asking simple questions (name, age, how feeling and classroom items)</li> <li>• Numbers to 12</li> </ul>	<ul style="list-style-type: none"> <li>• S'appeler: je and tu form</li> <li>• Avoir: je and tu form</li> <li>• Questions: inversion of verb and subject</li> <li>• Possessive adjectives: mon, ma</li> <li>• Imperative - vous form</li> <li>• Use of the negative</li> <li>• Gender</li> <li>• Il y a</li> </ul>	<ul style="list-style-type: none"> <li>• Bonjour! Salut ! Au revoir! •</li> <li>• Comment t'appelles-tu? •</li> <li>• Je m'appelle</li> <li>• ça va?, ça va (très) bien, comme çi, comme ça, Ça va (très) mal. Et toi?</li> <li>• Ecoutez, répétez, regardez, levez les mains, levez-vous, asseyez-vous, travaillez, lisez, écrivez,</li> <li>• Un stylo, un crayon, une gomme, un taille-crayon, une règle, des feutres, des ciseaux, un bâton de colle</li> <li>• Dans ma trousse il y a ... J'ai/Je n'ai pas de...</li> <li>• Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</li> <li>• Quel âge as-tu ?</li> <li>• J'ai sept/huit ans</li> </ul>

**Year 3 Scheme of Work - Spring Term**

<u>What's in your family's year?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Days of the Week</li> <li>• Months of the year</li> <li>• Numbers 12-31</li> <li>• Birthday</li> <li>• Family</li> <li>• Easter in France</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements (about birthday and members of family)</li> <li>• Asking simple questions (When is your birthday? Who is in your family? Do you have brothers and sisters?)</li> <li>• Numbers 11-31</li> </ul>	<ul style="list-style-type: none"> <li>• Questions: inversion of verb and subject and use of comment/quelle?</li> <li>• Possessive adjectives: mon, ton</li> <li>• Use of il y a</li> </ul>	<ul style="list-style-type: none"> <li>• lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</li> <li>• janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</li> <li>• Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un ..... trente, trente et un</li> <li>• Quelle est la date de ton anniversaire ?</li> <li>• Mon anniversaire est le ...</li> <li>• Voici ma mère, mon père, ma sœur, mon frère...</li> <li>• Il y a combien de personnes dans ta famille ?</li> <li>• Il y a ...</li> <li>• As-tu des frères ou des sœurs ?</li> <li>• Oui, j'ai.../Non, je n'ai pas de ...</li> </ul>

Year 3 Scheme of Work - Summer Term

<u>What's the alphabet?</u> <u>What pets do we have?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Colours</li> <li>• Pets</li> <li>• Likes and dislikes</li> <li>• La Bastille - July 14</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements (which pets you have, colours you like and dislike, how name is spelt)</li> <li>• Asking simple questions (How do you spell your name? What pets do you have? Do you like...+colour?)</li> <li>• Name animals</li> <li>• Express simple opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Questions : inversion of verb and subject and use of comment</li> <li>• Opinions : J'aime and je n'aime pas</li> <li>• Adjectival agreement on colours</li> <li>• Avoir : je and tu form</li> <li>• Possessive adjectives : mon, ma, ton, ta</li> </ul>	<ul style="list-style-type: none"> <li>• Comment ça s'écrit ?</li> <li>• Ça s'écrit ...</li> <li>• rouge, bleu, jaune, vert, blanc, rose, violet, noir, marron, gris, orange</li> <li>• Aimes-tu le rouge ? Quelle est ta couleur préférée ?</li> <li>• J'aime/Je n'aime pas le rouge</li> <li>• Ma couleur préférée est...</li> <li>• As-tu un animal ?</li> <li>• Oui, J'ai ..../Non, je n'ai pas de...</li> <li>• Un chien, un chat, un cochon d'Inde, un lapin, un hamster, un poisson rouge, un oiseau, une araignée</li> </ul>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Which countries speak French?	Where do you live?	What do you look like?	What sports do you do?	What toys do you have?	What do animals look like?
Week 2	What country do you live in?	Where do you live?	What do you look like?	What sports do you do?	What toys do you have?	What do animals look like?
Week 3	What country do you live in?	What is your house like?	What part of your body is that?	What sports do you do?	What games do we play?	Where do animals live?
Week 4	What country do you live in?	What is your house like?	What part of your body is that?	What hobbies do you have?	What games do we play?	Where do animals live?
Week 5	What's the weather like?	Practising basic conversations	What are you wearing?	What hobbies do you have?	Practising basic conversations	How is Bastille Day celebrated?
Week 6	What's the weather like?	How is Christmas celebrated in France?	What are you wearing?	What is Easter like in France?	Practising basic conversations	Practising basic conversations
Week 7	Practising basic conversations	How is Christmas celebrated in France?				



**Year 4 Scheme of Work - Autumn Term**

<u>Where can we travel?</u> <u>Where do we live?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Countries</li> <li>• Nationalities</li> <li>• Weather</li> <li>• Types of area</li> <li>• Rooms in a house</li> <li>• Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements about countries, nationality, region</li> <li>• Making simple statements (to describe where you live, house and bedroom, say where items are)</li> <li>• Asking simple questions (about where somebody lives &amp; their house)</li> </ul>	<ul style="list-style-type: none"> <li>• Habiter en/au/aux</li> <li>• Avoir: je and tu forms</li> <li>• Questions: inversion of verb and subject and use of décris-moi/ qu'est-ce que?</li> <li>• Possessive adjectives: mon, ma, ton, ta</li> <li>• Gender</li> <li>• Adjectival endings</li> </ul>	<ul style="list-style-type: none"> <li>• La France, l'Espagne, le Portugal, l'Angleterre, l'Ecosse, l'Irlande, le Pays de Galles, Les Pays-Bas, la Belgique</li> <li>• Français(e), espagnol(e), anglais(e), écossais(e), irlandais(e), gallois(e), néerlandais(e), belge</li> <li>• Quel temps fait-il ?</li> <li>• Il fait .../il y a ...+ weather</li> <li>• J'habite/il/elle habite au/en/aux</li> <li>• En ville, dans un village, au bord de la mer, à la campagne, à la montagne</li> <li>• Où habites-tu ? J'habite à.../J'habite une maison</li> <li>• Décris-moi ta maison</li> <li>• Une grande/petite maison</li> <li>• Chez moi, il y a un salon, une salle à manger, une cuisine, un bureau,</li> <li>• une/deux chambre(s), une salle de bains, un garage, un jardin, un grenier, une cave, les toilettes</li> <li>• Qu'est-ce qu'il y a</li> </ul>

**Year 4 Scheme of Work - Spring Term**

<u>What do you look like?</u> <u>What can we do for fun?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Appearance - hair and eye colour, length, style</li> <li>• Parts of the body</li> <li>• Items of clothing</li> <li>• Sports</li> <li>• Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• State colours, correct word order and adjectival agreement</li> <li>• Making simple statements (to describe hair and eye colour, length, style)</li> <li>• Asking questions (clothing and body parts)</li> <li>• Making statements (about activities and sports and hobbies)</li> <li>• Asking simple questions (about activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Etre/Avoir: je, tu, il</li> <li>• and elle forms</li> <li>• Question: inversion of verb and subject and</li> <li>• use of comment?</li> <li>• Possessive adjectives: mon, ma, ton, ta</li> <li>• Adjectival endings</li> <li>• Word order</li> <li>• Avoir/porter: je/tu/il/elle form</li> <li>• Au/à la/à l'/aux</li> </ul>	<ul style="list-style-type: none"> <li>• Tu es/Il/elle est comment ? As-tu les cheveux/les yeux ... ?</li> <li>• J'ai/Il/elle a les yeux bleus, bruns, verts, noisette, marron</li> <li>• J'ai/Il/elle a les cheveux blonds, bruns, roux, grises, châains, marron</li> <li>• Raides, en brosse, bouclés, courts, mi-longs, longs, chauve</li> <li>• La tête, le nez, les yeux, les oreilles, le cou, la jambe, le pied, le dos, le bras, la main</li> <li>• Qu'est ce que tu portes ?</li> <li>• Je porte ...Tu portes un/une/des ... de quelle couleur?</li> <li>• Je porte un/une/des ... bleu/bleue/bleues</li> <li>• Une jupe, un pantalon, une chemise, un chemisier, une robe, une cravate, un pullover, une veste, des sous-vêtements, des chaussettes, des chaussures, un tee-shirt, un short, des gants, une écharpe, un maillot de foot</li> <li>• Jouer au/à la/à l'/aux</li> <li>• foot/tennis/basketball/hockey...</li> <li>• Faire du/de la/de l'/des</li> <li>• Ski/judo/ natation...</li> </ul>

Year 4 Scheme of Work - Summer Term

<u>What can we play?</u> <u>Where do animals live?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Games</li> <li>• Toys</li> <li>• Animal descriptions and where they live</li> </ul>	<ul style="list-style-type: none"> <li>• Making statements (about toys, hobbies including opinion)</li> <li>• Asking simple questions (hobbies and toys)</li> <li>• Name different animals</li> <li>• Describe different animals and where they live</li> </ul>	<ul style="list-style-type: none"> <li>• Aimer/Adorer/Détester/ Jouer/Préférer: je and tu form</li> <li>• Questions : inversion of verb and subject</li> <li>• Forming negative - ne...pas</li> <li>• Adjective agreement (masculine/feminine)</li> </ul>	<ul style="list-style-type: none"> <li>• Je/tu joue au lotto/au cadeau musical/ à la statue musicale</li> <li>• Qui préfères.....or Tu préfères</li> <li>• Le foot, la saut à la corde, le cache-cache, le chat perché, la marelle</li> <li>• La peluche, la poupée, la console, la voiturem le velo, le skate, le ballon</li> <li>• Le lion, le kangourou, le poisson, le coucou, l'éléphant, l'âne, la tortue, l'oiseau, la poule, le cygnet</li> <li>• La savane, la forêt, la mer, une ferme, la compagne.</li> <li>• Grand, petit, fort, lent, rapide, féroce, timide</li> </ul>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	What is in my town?	What was our town like then?	What can we eat?	What are the planets of the solar system?	What months are in which seasons?	What's at the beach?
<b>Week 2</b>	What is in my town?	What was our town like then?	What can we eat?	What are the planets of the solar system?	What months are in which seasons?	What's at the beach?
<b>Week 3</b>	Where is it?	How can we travel?	What is your favourite and why?	How can we describe them?	What is the weather like in each season?	What is the highest you can count to?
<b>Week 4</b>	Where is it?	How can we travel?	What do we celebrate?	How can we describe them?	What is the weather like in each season?	What is the highest you can count to?
<b>Week 5</b>	How do I get there?	Practising basic conversations	What do we eat when we celebrate?	Sentence construction - grammar focus	What colours represent which season?	What is the highest you can count to?
<b>Week 6</b>	How do I get there?	How do I celebrate Christmas?	What do we eat at Easter/Mardi Gras?	Practising basic conversations	Practising basic conversations	Practising basic conversations
<b>Week 7</b>	Practising basic conversations	How do I celebrate Christmas?				

**Year 5 Scheme of Work - Autumn Term**

<u>What is in my town?</u> <u>How do we get there?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Buildings in the town</li> <li>• Simple directions</li> <li>• Position of buildings</li> <li>• Opinions about town +</li> <li>• Reasons</li> <li>• Modes of transport</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements (about town, opinions and why)</li> <li>• Asking simple questions about town)</li> <li>• Give and ask for simple directions</li> <li>• Prepositions</li> <li>• Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Il y a ...</li> <li>• Aller: vous form</li> <li>• Aimer: je and tu forms</li> <li>• Questions: inversion of verb and subject and use of qu'est-ce que and est-ce que?</li> <li>• Gender</li> <li>• Possessive : ton, ta</li> </ul>	<ul style="list-style-type: none"> <li>• Qu'est-ce qu'il y a dans ta ville ?</li> <li>• Dans ma ville, il y a ...</li> <li>• Un cinéma, un parc, une banque, une église, une piscine, des magasins, une bibliothèque, un bowling, une poste, un musée</li> <li>• Où est ... SVP ?</li> <li>• Tournez á gauche/droite</li> <li>• Allez tout droit</li> <li>• Devant, derrière, en face de, à côté de</li> <li>• Est-ce que tu aimes habiter à/en ... ?</li> <li>• J'aime/n'aime pas/j'adore/je déteste habiter à ... parce que c'est ennuyeux,</li> <li>• Intéressant</li> <li>• Il y a avait/Aujourd'hui...</li> <li>• La voiture, l'avion, l'autobus, le bateau, le vélo, le taxi, le train, le métro.</li> </ul>

**Year 5 Scheme of Work - Spring Term**

<p><b><u>What can I eat when I am celebrating?</u></b>  <b><u>Can I talk and write about Space in French ?</u></b></p>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Food</li> <li>• Celebrations</li> <li>• Mardi Gras</li> <li>• Easter</li> <li>• Planets of the solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements (about foods, opinions and why)</li> <li>• Asking simple questions (about favourite foods)</li> <li>• Know about different celebrations</li> <li>• Name and describe the different planets in the solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Questions : inversion of verb and subject/intonation at end of sentence</li> <li>• Au/à la/à l'/aux</li> <li>• Du/de la/de l'/des</li> </ul>	<ul style="list-style-type: none"> <li>• Un sandwich/une glace/un milkshake au/a la/a l'/aux</li> <li>• du poulet, du boeuf, du porc, de la dinde, de l'agneau, du poisson</li> <li>• des pommes de terre, des carottes, des petit pois, des haricots verts, des champignons, des pommes de terre</li> <li>• un hot-dog, un hamburger, une pizza du fromage, des frites</li> <li>• un café, un thé, un chocolat chaud, une limonade, un coca, un jus d'orange, un jus de pomme, de l'eau, un milkshake</li> <li>• Mercure, Vénus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton, le soleil, la lune</li> <li>• Est une planète...grand, petit, miniscule, énorme, rapide, chaud, froid, rouge, jaune, marron, bleu</li> </ul>

Year 5 Scheme of Work - Summer Term

<u>What changes with the seasons?</u> <u>How high can you count?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Seasonal changes</li> <li>• Numbers to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Name the different seasons.</li> <li>• Make statements about the changes in the seasons.</li> <li>• To count to 100</li> </ul>		<ul style="list-style-type: none"> <li>• Les mois, les saisons, le printemps, l'été, l'automne, l'hiver</li> <li>• janvier, février, mars avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</li> <li>• En...</li> <li>• Il pleut, neige,</li> <li>• Il y a du vent, soleil</li> <li>• Il fait chaud, froid, mauvais, beau</li> <li>• Heureux, triste, coloré, fade, sombre, clair, joli, laid</li> <li>• Quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</li> </ul>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	How high can you count?	What is the time?	What happens at school?	What is different at your school?	What do you eat in a café?	How do you order in a café?
<b>Week 2</b>	What is the answer?	What is the time?	What happens at school?	What is different at your school?	What do you eat in a café?	How do you order in a café?
<b>Week 3</b>	What is the answer?	What do I do each day?	What subjects do you study?	What rooms are there in school?	What is a menu like?	What would you order in a restaurant?
<b>Week 4</b>	What is the answer?	What do I do each day?	What subjects do you study?	What rooms are there in school?	What is a menu like?	What would you order in a restaurant?
<b>Week 5</b>	What is the answer?	Practising basic conversations	What is your favourite subject?	What do you like about school?	What do they eat in France?	Practising basic conversations
<b>Week 6</b>	Practising basic conversations	What happens at Christmas around the world?	What are French schools like?	What happens at Easter around the world?	What do they eat in France?	Practising basic conversations
<b>Week 7</b>	Practising basic conversations	What happens at Christmas around the world?				



**Year 6 Scheme of Work - Autumn Term**

<u>Which number is the biggest?</u> <u>What is the time?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Recap numbers to 100</li> <li>• Simple maths (add, subtract, more and less than)</li> <li>• Time</li> <li>• Daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• To tell the time</li> <li>• To compare and do simple calculations with numbers up to 100.</li> <li>• Making simple statements (about daily routine and time)</li> <li>• Asking simple questions (about daily routine and the time)</li> </ul>	<ul style="list-style-type: none"> <li>• Je and tu forms of daily routine verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent</li> <li>• Additionner, soustraire, égale, moins que, plus que</li> <li>• A .....heure(s) je .....</li> <li>• A ... heure et quart/ et demie/ moins le quart/ cinq/ dix ...</li> <li>• Tu te lèves à quelle heure ?</li> <li>• Je me lève, je me douche/lave, je prends mon petit déjeuner, je me brosse les dents, je m'habille, je quitte la maison, j'arrive à l'école...</li> </ul>

Year 6 Scheme of Work - Spring Term

<u>What happens at school?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• School subjects</li> <li>• Introduce/revise opinions</li> <li>• and reasons</li> <li>• Rooms in the school</li> <li>• School day</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of French schools</li> <li>• Name school subjects</li> <li>• Express opinions about school subjects</li> <li>• Describe school and school day</li> </ul>	<ul style="list-style-type: none"> <li>• Aimer/détester/ adorer/commencer/ finir</li> <li>• Possessive adjectives: mon/ton/ma/ta</li> <li>• Conjunctions: et, parce que and mais</li> <li>• Adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Mon cours préféré est l'anglais, les mathématiques, l'histoire, la géographie, l'éducation physique, la science, le français, la religion, l'art dramatique, la musique, le dessin</li> <li>• Comment s'appelle ton école ? Mon école s'appelle ...</li> <li>• Ton école commence et finit à quelle heure ? Mon école commence à ...heures et finit à ... heures</li> <li>• Quelle est ta matière préférée ? Ma matière préférée est ...</li> <li>• J'aime, je n'aime pas, j'adore, je déteste ... mais ...</li> <li>• Parce que c'est intéressant, ennuyeux, facile, difficile ...</li> <li>• La salle de classe, le terrain de sport, la bibliothèque, la grande salle</li> </ul>

Year 6 Scheme of Work - Summer Term

<u>What is your favourite food?</u> <u>How do you order in a restaurant?</u>			
Topic	Objectives	Grammar	Core Language
<ul style="list-style-type: none"> <li>• Items of food</li> <li>• Flavours of ice-cream</li> <li>• Reading Menus</li> <li>• How to order food</li> </ul>	<ul style="list-style-type: none"> <li>• Making simple statements (about food and drink)</li> <li>• Asking simple questions (about food and drink)</li> <li>• To be able to order food and drink in a café</li> </ul>	<ul style="list-style-type: none"> <li>• Je voudrais</li> <li>• Questions : inversion of verb and subject/intonation at end of sentence</li> <li>• Au/à la/à l'/aux</li> <li>• Du/de la/de l'/des</li> </ul>	<ul style="list-style-type: none"> <li>• Vous désirez ?, c'est tout ?, voilà !</li> <li>• Je voudrais, merci,</li> <li>• l'addition s'il vous plait</li> <li>• Un sandwich/une glace/un milkshake au/a la/a l'/aux</li> <li>• du poulet, du boeuf, du porc, de la dinde, de l'agneau, du poisson</li> <li>• des pommes de terre, des carottes, des petit pois, des haricots verts, des champignons, des pommes de terre</li> <li>• un hot-dog, un hamburger, une pizza du fromage, des frites</li> <li>• un café, un thé, un chocolat chaud, une limonade, un coca, un jus d'orange, un jus de pomme, de l'eau, un milkshake</li> <li>• au café, au cassis, au chocolat, a la banane, a la fraise, a la noisette, a la pistache, a la vanilla, aux pepites de chocolat.</li> </ul>