

Moira Primary School
SUBJECT: French Year 6



Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
À l'école	<ul style="list-style-type: none"> Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Explore the irregular, high frequency verb 'aller' (to go) in full. 	<p>Key vocabulary on 10 nouns and definite articles for school subjects with</p> <p>positive and negative opinions in reply to the target question 'Est-ce que tu aimes...?' and a variety of justifications to expand the opinion given in reply.</p> <p>This is all listed on the Vocabulary Sheet.</p>	<p>I will learn the nouns and determiners for 10 classroom objects in French.</p> <p>I will learn how to create a short phrase in French in a subject using I like and I do not like.</p> <p>I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.</p> <p>I will learn how to say at what time I study a particular subject in French.</p> <p>I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.</p>
Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
Les planètes	<ul style="list-style-type: none"> Name and spell accurately some/all the planets in French on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy. 	<p>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheet.</p>	<p>I will improve my range of vocabulary by learning the planets in French.</p> <p>I will expand my knowledge of language by using more complex sentence structures.</p> <p>I will improve my listening and reading skills by listening to and reading more complex language.</p> <p>I will improve my knowledge of adjectival agreement.</p> <p>I will learn how to apply my increasing knowledge of adjectival agreement.</p>
Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
Le week-end	<ul style="list-style-type: none"> Tell the time in French using quarter past, half past and quarter to. 	<p>Ten phrases on activities to do at the weekend. A range of conjunctions</p>	<p>I will learn how to tell the time around the clock in French.</p>

Moira Primary School
SUBJECT: French Year 6



	<ul style="list-style-type: none"> • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	and opinions to be able to fully answer the question 'Qu'est-ce que tu fais le week-end ?' All listed on Vocabulary Sheet.	<p>I will learn 10 activities in French that I may do at the weekend.</p> <p>I will consolidate my learning and focus on the spellings in French for the 10 activities.</p> <p>I will integrate 'at...' plus a time into my spoken and written work about weekend activities.</p> <p>I will use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>
Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
La Seconde Guerre mondiale	<ul style="list-style-type: none"> • Group and order words to decode unknown language. • Understand the key facts of history from WW2 when described in French. • Say and write in French the key countries and languages involved in WW2. • Write a letter in French home explaining what life is like as an evacuee living in the countryside. 	A lot of longer texts with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.	<p>I will improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.</p> <p>I will learn the French for a selection of countries and languages involved in WWII.</p> <p>I will improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.</p> <p>I will improve my range of vocabulary by learning key words and phrases relating to the countryside and the city.</p> <p>I will use all my new knowledge to compare life in the city and countryside during WWII.</p>
Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
Les Vikings	<ul style="list-style-type: none"> • Name the six key periods of Ancient Britain in French. 	Vocabulary to describe height, hair type length and colour and eye	I will learn how to decode unfamiliar and more complex language using my knowledge of cognates and history.

Moira Primary School
SUBJECT: French Year 6



	<ul style="list-style-type: none"> • Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. • Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French. 	<p>colour. Key verbs and vocabulary to also talk about daily routine. All listed on the Vocabulary Sheet.</p>	<p>I will learn how to describe myself and others physically in terms of height using the verb 'être' (to be). I will learn how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have). I will learn how to describe myself by eye colour using the verb 'avoir' (to have). I will learn how to describe a Viking's typical daily routine using time phrases.</p>
Units	Key Knowledge	Vocabulary	Skill / Outcome criteria
Moi dans le monde	<ul style="list-style-type: none"> • Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet 	<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.</p>	<p>I will learn more about the 4 characters in the unit and the Francophone world. I will learn more about the different celebrations celebrated in the Francophone world. I will learn more about 2 different religious celebrations celebrated in the Francophone world. I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti. I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.</p>