

Autumn 2	Year 3	Year 4	Year 5	Year 6
Topic	Portraits (Portraits) Rising stars unit 4	L'argent de poche (Pocket money) Rising stars unit 8	Bon appétit, bonne santé (Healthy eating) Rising stars unit 13	Quoi de neuf? (What's in the news?) Rising stars unit 24
Skills	<ul style="list-style-type: none"> ●Listen attentively to spoken language and show understanding by joining in and responding. ●Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. ●Appreciate songs in the language. ●Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. ●Understand basic grammar appropriate to the language being studied, including key features and patterns of the language. 	<ul style="list-style-type: none"> ●Listen attentively to spoken language and show understanding by joining in and responding. ●Explore patterns and sounds of language, and link the spelling, sound and meaning of words. ●Engage in conversations, ask and answer questions, and express opinions and respond to those of others. ●Speak in sentences, using familiar vocabulary, phrases and basic language structures. ●Present ideas and information orally to a range of audiences. ●Read carefully and show understanding of words, phrases and simple writing. 	<ul style="list-style-type: none"> ●Listen attentively to spoken language and show understanding by joining in and responding. ●Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ●Speak in sentences, using familiar vocabulary, phrases and basic language structures ●Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ●Read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these 	<ul style="list-style-type: none"> ●Speak in sentences, using familiar vocabulary, phrases and basic language structures. ●Engage in conversations; ask and answer questions; express opinions and respond to those of others. ●Speak in sentences, using familiar vocabulary, phrases and basic language structures. ●Present ideas and information orally to a range of audiences. ●Describe people, places, things and actions orally* and in writing.

			to create new sentences, to express ideas clearly. ● 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.	
Key Content	Colours Body parts	Numbers 21 - 30 Opinions	Healthy and unhealthy food.	Newspapers and magazines Express opinions about the media.
Suggested Outcomes	To be able to name the main parts of the body and describe colours.	To be able to count to 21-30. To be able to express opinions.	Revise and extend language about healthy and unhealthy eating (Year 4, Unit 10).	To enable children to recycle and extend previously learnt language in a new context, and to use more complex language to express opinions about the media.
Topic Specific Vocabulary	Les couleurs: The colours: rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth	J'adore ... I love ... Je déteste ... I hate ... ça that 21-30: vingt et un, 21-30: twenty-one, vingt-deux, vingt-trois, twenty-two, twenty-three, vingt-quatre, vingt-cinq, twenty-four, twenty-five, vingt-six, vingt-sept, twenty-six, twenty-seven, vingt-huit, vingt-neuf, twenty-eight, twenty-nine, trente thirty C'est combien? How much is it? un euro one euro	Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f. pl.) mauvaises.	la météo the weather forecast la mode fashion (fashion pages of a magazine) la cuisine cookery (cookery pages of a magazine) C'est beau. It's beautiful. C'est intéressant. It's interesting. C'est ennuyeux. It's boring. C'est dégueulasse. It's disgusting. C'est trop long. It's too long. car as, since, because

	des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/small.	C'est super/magnifique/ It's great/magnificent/ fantastique. fantastic. J'ai I have Je n'ai pas de ... I don't have ... Miam! Yum! Berk! Yuck! un CD a CD un ballon a ball (large ball, e.g. football) une console a games console une peluche a cuddly toy une poupée a doll	un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza	à mon/son avis in my/his/her opinion
Challenge	Record song – Head, shoulders, knees and nose. Complete a tally chart of the classes favourite colours.	To create a toy shop and role play spending their pocket money.	Discuss school lunches. Try to do some of this in French, including a survey about who eats school dinners and who has packed lunches.	Look at French magazines Astrapi (www.astrapi.com) and Images Doc (www.imagesdoc.com). View some news sites online, e.g. the TV5 Monde website (www.tv5.org). For the children's section, follow links from the home page to TiVi5.