

Spring 1	Year 3	Year 4	Year 5	Year 6
Topic	Les quatre amis (The four friends)	Vive le sport! Rising stars unit 10	Le retour du printemps (The return of spring) Rising stars unit 17	Le passé et le présent (Then and now) Rising stars unit 21
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 stories, songs, poems and rhymes in the language. ● Describe things and actions orally and in writing. ● 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 feminine and masculine forms. 	<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. ● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ● Understand basic grammar appropriate to the language being studied. ● Present ideas and information orally. ● 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 ● 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 ● Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> ● Listen attentively to spoken language and show understanding by joining in and responding. ● 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. ● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ● Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; 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	Animals	Sports Food Healthy and unhealthy foods	Weather Months Colours	Places in town Clothes Colours

Suggested Outcomes	To be able to talk about animals and describe their colour and movement, while listening and responding to a story.	To be able to talk about sports and healthy and unhealthy eating habits.	To recycle and extend familiar language (months, weather, colours) in a new context. (Revise weather phrases from Units 7 and 12 of Year 4 to revise weather phrases).	Learn vocabulary to describe how shops have changed from the past to modern day and discuss changes to clothing.
Topic Specific Vocabulary	<p>le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn't pas, etc. gallop, etc.</p> <p>vite quickly lentement slowly Il sautille. He/It hops. Elle trotte. She/It scurries. la pomme the apple</p>	<p>Qu'est-ce que tu fais <i>What are you doing/do you (lundi)? do (on Monday(s))?</i> Je joue au tennis/basket. <i>I play tennis/basketball.</i> Je joue au cricket. <i>I play cricket.</i> Je fais du vélo. <i>I ride my bike/go cycling.</i> Je fais du skate. <i>I go skateboarding.</i> Je fais de la danse/natation. <i>I dance/swim.</i> zéro zero boire <i>to drink</i> manger <i>to eat</i> le jus d'orange <i>orange juice</i> le yaourt <i>yogurt</i> le poisson <i>fish</i> une pomme <i>an apple</i> les carottes (f. pl.) <i>carrots</i> le chocolat <i>chocolate</i> le coca <i>cola</i> les pommes frites (f. pl.) <i>chips</i> les bonbons (m. pl.) <i>sweets</i> Oui, c'est bon pour la santé. <i>Yes, it's good for your health.</i> Non, c'est mauvais pour No, it's <i>bad for your</i> la santé. <i>health.</i></p>	<p>au printemps in the spring en été/automne/hiver in the summer/autumn/ winter clair bright, light sombre dark heureux happy triste sad Viens/Reste (chez moi). Come/Stay (with me). (informal singular) Les couleurs sont ... The colours are ... la fille the girl trop too très very</p>	<p>*un supermarché a supermarket *une boulangerie a baker's (shop) *une boucherie a butcher's (shop) *une épicerie a grocer's (shop) *une pâtisserie a cake shop Il y avait ... There was/were ... maintenant now Qu'est-ce que c'est? What is it? Il/Elle porte ... He/She is wearing ... Il/Elle s'appelle ... His/Her name is ...</p> <p>un pull a jumper/pullover un pantalon a pair of trousers un short a pair of shorts une chemise a shirt une jupe a skirt une culotte a pair of pants</p>

Challenge	Role play visiting a farm/pet shop. How many animals can they see and name.	Discuss likes and dislikes of foods and drinks. Create and write a menu.	Write a poem to describe Spring.	Role play being a shop keeper.
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