

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title Y3	Why did our ancestors need to scavenge and which factors made them into settlers?		What makes the Earth so active and what impact does it have on humans?		Why was the age of Ancient Greece described as Golden?	
Knowledge	Moi (All about me) * greetings * numbers to 10 * ages	Jeux et chansons (games and songs) * numbers to 20 * some hobbies/games * some animals	On fait la fete (celebrations) *hobbies *months of the year *birthdays	Portraits *colours *body parts *descriptions	Les quatre amis (the four friends) *animals *stories	Ca pousse (growing things) *food *likes and dislikes *shopping
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. 	<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 rhymes and link the spelling, sound and meaning of words. Appreciate songs in the language. Express opinions and respond to those of others. Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. 	<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. Ask and answer questions; express opinions and respond to those of others. Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. 	<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 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 through songs and link the spelling, sound and meaning of words. Appreciate songs in the language. Ask and answer questions; express opinions and respond to those of others. Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.
Key Vocabulary	<p>Bonjour! Hello!</p> <p>Salut! Hi!/Bye!</p> <p>Ça va? How are you?</p> <p>Ça va bien/mal. I'm fine/not very well.</p> <p>Et toi? And you?</p> <p>Au revoir! Goodbye!</p> <p>Monsieur/Madame Mr./Mrs, Sir/Miss (to teacher)</p> <p>oui, non yes, no</p> <p>Je m'appelle ... My name is ...</p> <p>Comment tu t'appelles? What's your name?</p> <p>voici ... here is ...</p> <p>1-10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix 1-10: one, two, three, four, five, six, seven, eight, nine, ten</p> <p>J'ai ... I have ...</p> <p>Quel âge as-tu? How old are you?</p> <p>J'ai sept/huit ans. I'm seven/eight years old.</p>	<p>11-20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt 11-20: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> <p>Combien de ...? How many ...?</p> <p>Je préfère ... I prefer ...</p> <p>J'ai ... I have ...</p>	<p>(très) bien (very) well/good</p> <p>Je joue bien au football. I'm good at playing football.</p> <p>Je nage bien. I'm a good swimmer.</p> <p>Je nage. I swim/I'm swimming.</p> <p>Je danse. I dance/I'm dancing.</p> <p>Je chante. I sing/I'm singing.</p> <p>Je lis. I read/I'm reading.</p> <p>Bravo! Well done!</p> <p>Super! Chouette! Super! Cool!</p> <p>Fantastique! Fantastic!</p> <p>Je suis/Tu es un génie/ génial(e)! I'm/You're a genius!</p> <p>Joyeux anniversaire! Happy birthday!</p> <p>Les mois: (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre The months: (in) January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Je peux .../Je peux ...? I can .../Can I ...? s'il te plaît please (informal singular)</p>	<p>Les couleurs: The colours:</p> <p>rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple</p> <p>(Add -s to all the above if plural)</p> <p>marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth 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.</p>	<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 ... gris(e) He/She/It is ... grey Non, le lapin ne galope pas, etc. No, the rabbit doesn't gallop, etc.</p>	<p>Tu aimes ...? Do you like ...? J'aime ... I like ... Je n'aime pas ... I don't like ... beaucoup a lot Je voudrais ... I would like ... s'il vous plaît please (formal or plural) Vous désirez? What would you like? (formal or plural)</p> <p>Voilà. There you are. Merci. Thank you. Au revoir. Goodbye. Dans mon panier In my basket il y a there is/there are</p>
Enquiry	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and		Why does the world need rainforests?	

Title Y4	treasures?																																					
Knowledge	7 – On y va *travel/holidays *days of the week *simple weather	8 – l’argent de poche *hobbies/interests *money *numbers to 30	9 – Raconte-moi une histoire *classroom instructions *fairy tales *numbers to 90	10 – Vive le sport *sports/hobbies *food *healthy lifestyles	11 – le carnaval des animaux *animals *descriptions *telling the time	12 – Quel temps fait-il? *weather *dates of year *items of clothing																																
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 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. ! Appreciate stories, songs, poems and rhymes in the language. ! Read carefully 	<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 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. ! Appreciate stories, songs, poems and rhymes in the language. ! Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms. ! 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 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. ! Explore the patterns and sounds of language through songs and rhymes. ! Speak in sentences, using familiar vocabulary, phrases and basic language structures. ! Appreciate stories, songs, poems and rhymes in French. ! Broaden their vocabulary and develop their ability to understand new words. ! Describe people, places, things and actions orally and in writing. ! Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. ! Present ideas and information orally. 	<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. ! Appreciate stories, songs, poems and rhymes in the language. ! Read carefully and show understanding of words, phrases and simple writing. ! Engage in conversations; ask and answer questions. 																																
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Enquiry Title Y5	Why is WW1 known as the Great War?		What made the Vikings the ultimate warriors of the sea?		Where does the river flow?																																	

Knowledge	13 Bon appetite bonne sante *foods *likes/ dislikes *healthy lifestyles	18 les planets *space/planets *adjectives/descriptions	15 Enroute pour l'école *school *directions *town/city landmarks	16 Scene de plage *beach *verbs/actions *positive/negative	17 – Le retour du printemps *seasons *descriptions *colours	14 Je suis le musicien *musical instruments *opinions *hobbies/interests																																																																																																																									
Skills	<ul style="list-style-type: none"> Listen attentively to spoke language and show understanding by joining and responding Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words Speak in sentences using familiar vocabulary, phrases and simple writing. Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary. Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English. 	<ul style="list-style-type: none"> See ALL Unit 17 objectives + Write phrases from memory and adapt these to create new sentences to express ideas clearly 	<ul style="list-style-type: none"> Listen attentively to spoke language and show understanding by joining and responding Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words Speak in sentences using familiar vocabulary, phrases and simple writing. Present ideas and information orally to a range of audiences Engage in conversations;ask and answer questions; seek clarification and help Read carefully and show understanding of words, phrases and simple writing Develop accurate pronunciation and intonation 	<ul style="list-style-type: none"> Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words Speak in sentences using familiar vocabulary, phrases and simple writing. Read carefully and show understanding of words, phrases and simple writing Present ideas and information orally to a range of audiences Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary. Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English. Appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words 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 vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary. Present ideas and information orally to a range of audiences Appreciate stories, songs, poems and rhymes in the language Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English. 	<ul style="list-style-type: none"> Listen attentively to spoke language and show understanding by joining and responding Explore patterns and sounds of language through songs and rhymes and link the spelling, sounds and meaning of words Speak in sentences using familiar vocabulary, phrases and simple writing. Ask and answer questions. Broaden vocabulary and develop ability to understand new words that are introduces into familiar written material, including use of a dictionary. Understand basic grammar appropriate to the language being studies, including (where relevant) feminine and masculine forms and how these differ from or are similar to English. 																																																																																																																									
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Elles sont bonnes/mauvaises.</p> <p>Additional flashcards</p> <table border="0"> <tr><td>un sandwich au jambon</td><td>a ham sandwich</td></tr> <tr><td>un gâteau</td><td>a cake</td></tr> <tr><td>une banane</td><td>a banana</td></tr> <tr><td>une orange</td><td>an orange</td></tr> <tr><td>du fromage (m.)</td><td>some cheese</td></tr> <tr><td>de l'eau (f.)</td><td>some water</td></tr> <tr><td>des chips (f. pl.)</td><td>some crisps</td></tr> <tr><td>des champignons (m. pl.)</td><td>some mushrooms</td></tr> <tr><td>une glace à la vanille</td><td>vanilla ice cream</td></tr> <tr><td>une pizza aux champignons</td><td>mushroom pizza</td></tr> </table>	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	<p>In the bag, there is ... and also but It is good/bad. (m.) It is good/bad for your health. (f.) They are good/bad. (m. pl.) They are good/bad. (f. pl.)</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le Soleil</td><td>the Sun</td><td>Saturne</td><td>Saturn</td></tr> <tr><td>Mercure</td><td>Mercury</td><td>Uranus</td><td>Uranus</td></tr> <tr><td>Vénus</td><td>Venus</td><td>Neptune</td><td>Neptune</td></tr> <tr><td>Mars</td><td>Mars</td><td>Pluton</td><td>Pluto</td></tr> <tr><td>Jupiter</td><td>Jupiter</td><td></td><td></td></tr> </table>	le Soleil	the Sun	Saturne	Saturn	Mercure	Mercury	Uranus	Uranus	Vénus	Venus	Neptune	Neptune	Mars	Mars	Pluton	Pluto	Jupiter	Jupiter			<p>la Terre la Lune près de loin de près du Soleil loin du Soleil un nom (propre) un adjectif parce que elle assez très</p> <p>the Earth the Moon near far near the Sun far from the Sun a (proper) noun an adjective because it (f.) quite, fairly very</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le Soleil</td><td>the Sun</td><td>Saturne</td><td>Saturn</td></tr> <tr><td>Mercure</td><td>Mercury</td><td>Uranus</td><td>Uranus</td></tr> <tr><td>Vénus</td><td>Venus</td><td>Neptune</td><td>Neptune</td></tr> <tr><td>Mars</td><td>Mars</td><td>Pluton</td><td>Pluto</td></tr> <tr><td>Jupiter</td><td>Jupiter</td><td></td><td></td></tr> </table>	le Soleil	the Sun	Saturne	Saturn	Mercure	Mercury	Uranus	Uranus	Vénus	Venus	Neptune	Neptune	Mars	Mars	Pluton	Pluto	Jupiter	Jupiter			<p>Quand je vais à l'école, ... Je passe devant ... Je traverse la rue Je tourne Je vais ... cinq minutes plus tard finalement vrai, faux Il est une heure et demie, deux heures et demie, etc. Je vais à l'école à huit heures et demie. à droite à gauche tout droit Je ne comprends pas. Répétez, s'il vous plaît.</p> <p>When I go to school, ... I pass in front of ... I cross the road I turn I go five minutes later finally true, false it's half past one, half past two, etc. I go to school at half past eight. to/on the right to/on the left straight ahead I don't understand. Repeat, please. (formal or plural)</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le sable</td><td>the sand</td></tr> <tr><td>le ciel</td><td>the sky</td></tr> <tr><td>la plage</td><td>the beach</td></tr> <tr><td>une falaise</td><td>a cliff</td></tr> <tr><td>une grotte</td><td>a cave</td></tr> </table>	le sable	the sand	le ciel	the sky	la plage	the beach	une falaise	a cliff	une grotte	a cave	<p>(Le chien) regarde (le chat). (Le bateau) glisse sur la mer. (La petite fille) dort. (La dame) brosse (les cheveux de la petite fille). Les gens marchent, parlent et jouent. C'est ... Ce n'est pas ...</p> <p>(The dog) is watching/ looking at (the cat). (The boat) is gliding over the sea. (The little girl) is sleeping. (The lady) is brushing (the little girl's hair). The people are walking, talking and playing. It is .../It's ... It isn't ...</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le sable</td><td>the sand</td></tr> <tr><td>le ciel</td><td>the sky</td></tr> <tr><td>la plage</td><td>the beach</td></tr> <tr><td>une falaise</td><td>a cliff</td></tr> <tr><td>une grotte</td><td>a cave</td></tr> </table>	le sable	the sand	le ciel	the sky	la plage	the beach	une falaise	a cliff	une grotte	a cave	<p>au printemps en été/automne/hiver clair sombre heureux triste Viens/Reste (chez moi). La fille trop très</p> <p>in the spring in the summer/autumn/ winter bright, light dark happy sad Come/Stay (with me). (informal singular) The colours are ... the girl too very</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le jazz</td><td>jazz</td></tr> <tr><td>le reggae</td><td>reggae</td></tr> <tr><td>la musique pop</td><td>pop music</td></tr> <tr><td>la musique classique</td><td>classical music</td></tr> <tr><td>le saxophone</td><td>a saxophone</td></tr> <tr><td>le piano</td><td>a piano</td></tr> <tr><td>le violon</td><td>a violin</td></tr> <tr><td>la guitare</td><td>a guitar</td></tr> <tr><td>la clarinette</td><td>a clarinet</td></tr> <tr><td>la batterie</td><td>the drums</td></tr> </table>	le jazz	jazz	le reggae	reggae	la musique pop	pop music	la musique classique	classical music	le saxophone	a saxophone	le piano	a piano	le violon	a violin	la guitare	a guitar	la clarinette	a clarinet	la batterie	the drums	<p>Tu joues ...? Je joue du saxophone/ piano/violon. Je joue de la guitare/ clarinette/batterie. Je ne joue pas de/d' Il/elle joue C'est génial! C'est nul!</p> <p>Do you play ...? I play the saxophone/ piano/violin. I play the guitar/clarinet/ drums. I don't play He/she plays It's brilliant! It's rubbish!</p> <p>Additional flashcards</p> <table border="0"> <tr><td>le jazz</td><td>jazz</td></tr> <tr><td>le reggae</td><td>reggae</td></tr> <tr><td>la musique pop</td><td>pop music</td></tr> <tr><td>la musique classique</td><td>classical music</td></tr> <tr><td>le saxophone</td><td>a saxophone</td></tr> <tr><td>le piano</td><td>a piano</td></tr> <tr><td>le violon</td><td>a violin</td></tr> <tr><td>la guitare</td><td>a guitar</td></tr> <tr><td>la clarinette</td><td>a clarinet</td></tr> <tr><td>la batterie</td><td>the drums</td></tr> </table>	le jazz	jazz	le reggae	reggae	la musique pop	pop music	la musique classique	classical music	le saxophone	a saxophone	le piano	a piano	le violon	a violin	la guitare	a guitar	la clarinette	a clarinet	la batterie	the drums
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Skills	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine 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.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; 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His/Her name is ...	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	<table border="0"> <tr><td>soixante-et-onze, soixante-douze,</td><td>71-79</td></tr> <tr><td>soixante-treize, etc.,</td><td></td></tr> <tr><td>soixante-dix-neuf</td><td></td></tr> <tr><td>quatre-vingt-un, quatre-vingt-deux,</td><td>81-89</td></tr> <tr><td>quatre-vingt-trois, etc.,</td><td></td></tr> <tr><td>quatre-vingt-neuf</td><td></td></tr> <tr><td>quatre-vingt-onze, quatre-vingt-douze,</td><td>91-99</td></tr> <tr><td>quatre-vingt-treize, etc.,</td><td></td></tr> <tr><td>quatre-vingt-dix-neuf</td><td></td></tr> <tr><td>un homme</td><td>a man</td></tr> <tr><td>une femme</td><td>a woman</td></tr> <tr><td>Qu'est-ce que tu aimes/ détestes?</td><td>What do you like/hate?</td></tr> <tr><td>Tu veux jouer au rugby/ netball/ping-pong?</td><td>Do you want to play rugby/ netball/table tennis?</td></tr> <tr><td>Oui, je veux jouer.</td><td>Yes, I want to play.</td></tr> <tr><td>Non, je ne veux pas jouer.</td><td>No, I don't want to play.</td></tr> </table> <p>Additional flashcards</p> <table border="0"> <tr><td>le grand huit</td><td>the rollercoaster</td></tr> <tr><td>le carrousel</td><td>the merry-go-round</td></tr> <tr><td>le train fantôme</td><td>the ghost train</td></tr> <tr><td>la grande roue</td><td>the big wheel</td></tr> </table>	soixante-et-onze, soixante-douze,	71-79	soixante-treize, etc.,		soixante-dix-neuf		quatre-vingt-un, quatre-vingt-deux,	81-89	quatre-vingt-trois, etc.,		quatre-vingt-neuf		quatre-vingt-onze, quatre-vingt-douze,	91-99	quatre-vingt-treize, etc.,		quatre-vingt-dix-neuf		un homme	a man	une femme	a woman	Qu'est-ce que tu aimes/ détestes?	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