


French	Year 3	Topics:	Greetings	Numbers	Animals	Time	School	Body	
	<u>KS2 framework for languages Year 3 – Knowledge about language</u> <ul style="list-style-type: none"> Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds. Imitate pronunciation of sounds. Hear main word classes. Recognise question forms and negatives. 		<ul style="list-style-type: none"> Recognise how sounds are represented in written form. Notice the spelling of familiar words. Recognise that languages describe familiar things differently. Recognise that many languages are spoken in the UK and across the world. Recognise conventions of politeness. 						
<p align="center"><u>Intent</u></p> <p>We aim for our children to create a bank of vocabulary for a range of topics that link to their daily lives. The relevance of these topics should promote engagement and motivation to support them in understanding aspects of a new language.</p>			<p align="center"><u>Implementation</u></p> <p>Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. Children have weekly lessons in French throughout Key Stage 2, using the CGP Salut! programme of study in addition to other resources.</p>			<p align="center"><u>Impact</u></p> <p>Introducing the French language through the use of interactive activities, songs and familiar topics, should result in pupils being motivated and intrigued by this new subject. The relevancy of the topics to their day-to-day experiences should encourage them to utilise their French beyond the time dedicated in the curriculum. By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life.</p>			

Prior learning:	Future learning:
<p>N/A as teaching languages is only statutory from KS2</p>	<ul style="list-style-type: none"> Give examples of how greetings differ around the world (Year 6) Know and describe some aspects of a tradition Malian greeting and its links to family (Year 6) Work out how to say two digit numbers above 30 (Year 5) Understand and explain the pattern for numbers between twenty and sixty-nine Know that the pattern of counting changes from seventy to one hundred (Year 5) Read and write three digit numbers (Year 5) Explain some animals they might see if they visit a zoo (Year 6) Explain what their favourite season is (Year 5) Give the time to the nearest quarter of an hour (Year 5) Explain what they do at different times of the day (Year 5) Describe what they like to do on a coach journey (Year 5) Describe what they like to do in the countryside (Year 5) Talk about what they can see out of a window of a vehicle (Year 5) Explain some of the similarities and differences between schools in the UK and Mali (Year 5) Explain the impact of an education on a person’s life (Year 5) Describe features of a monster using adjectives (Year 5)

What pupils need to know or do to be secure

Topic – Greetings (CGP Y3/4 Core 1 lessons 1-4 and Core 2 lesson 2)		Topic – Numbers		Topic – Animals (CGP Y3/4 Unit A)	
<i>Key learning / knowledge</i>		<i>Key learning /knowledge</i>		<i>Key learning / knowledge</i>	
<ul style="list-style-type: none"> ▪ Respond to some simple classroom instructions ▪ Respond to some simple questions when prompted with visual cues ▪ Greeting each other ▪ Know who to formally greet and when it is appropriate for a less formal greeting ▪ Introducing themselves ▪ Counting up to ten 		<ul style="list-style-type: none"> ▪ Understand that some words have the same or similar spelling because they are cognates ▪ Numbers 1-10 from memory ▪ Numbers 11-20 noticing the pattern for 17, 18 and 19 ▪ Numbers 21-31 and the associated pattern ▪ Using the simple sentence starter 'Il y a' ▪ Multiples of 10 – 100 ▪ Know that the pattern for the multiples of tens changes with the number 70 		<ul style="list-style-type: none"> ▪ Saying animal vocabulary ▪ Use the simple sentence starter 'c'est' ▪ Asking about pets ▪ Describing pets using adjectives ▪ Using prepositions to explain where an animal is ▪ Naming animal homes ▪ To know that sometimes 'un' changes to 'une' for some words 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ Bonjour ○ Au revoir ○ Salut ○ Bonsoir ○ À bientôt ○ Monsieur ○ Madame ○ Très bien ○ Bien ○ Comme ci, comme ça ○ Mal ○ Merci ○ Et toi ○ Ça va? ○ Ça va... ○ Comment tu t'appelles ? ○ Je m'appelle... 	<ul style="list-style-type: none"> ○ Aurélie, Élodie, Camille, Lucas, Gabriel, Raphaël ○ Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix ○ Quel âge as-tu ? ○ J'ai... ans ○ Rouge ○ Vert ○ Blanc ○ Bleu ○ Jaune ○ Noir ○ Rose ○ Violet ○ Orange ○ C'est de quelle couleur ? ○ C'est... 	<ul style="list-style-type: none"> ○ Il y a combien de ... ? ○ Il y a ○ Onze ○ Douze ○ Treize ○ Quatorze ○ Quinze ○ Seize ○ Dix-sept ○ Dix-huit ○ Dix-neuf ○ Vingt ○ Vingt-et-un ○ Vingt-deux ○ Vingt-trois ○ Vingt-quatre ○ Vingt-cinq ○ Vingt-six ○ Vingt-sept ○ Vingt-huit 	<ul style="list-style-type: none"> ○ Vingt-neuf ○ Trente ○ Trente-et-un ○ Quarante ○ Cinquante ○ Soixante ○ Soixante-dix ○ Quatre-vingt ○ Quatre-vingt-dix ○ Cent 	<ul style="list-style-type: none"> ○ Qu'est-ce que c'est ? ○ C'est ○ Un mouton ○ Une poule ○ Un coq ○ Un cochon ○ Une vache ○ Un canard ○ Un cheval ○ Tu as des animaux domestiques ? ○ Non ○ Oui, j'ai... ○ Un chien ○ Un chat ○ Un hamster ○ Un poisson ○ Un lapin ○ Un cheval ○ Un serpent 	<ul style="list-style-type: none"> ○ Une souris ○ Un cochon d'Inde ○ Un oiseau ○ Ton chien est comment ? ○ Il est... ○ Méchant ○ Grand ○ Petit ○ Gentil ○ Mignon ○ Où est le chat ? ○ Le chat est... ○ Devant ○ Derrière ○ Dans ○ Sur ○ Sous ○ En face de ○ À côté de

Topic – Time (CGP Y3/4 Core 2 lesson 1, Core 3 lesson 5, Unit C lesson 4 + Twinkl)		Topic – School (CGP Y3/4 Unit C)		Topic – Body (CGP Y3/4 Unit H)	
Key learning / knowledge		Key learning /knowledge		Key learning / knowledge	
<ul style="list-style-type: none"> ▪ Naming the days of the week ▪ Naming the months of the year ▪ Saying what time of day it is ▪ Name the date ▪ Tell the time (o'clock and half past) 		<ul style="list-style-type: none"> ▪ Saying how they travel to school ▪ Naming places in the school ▪ Listing the contents of their pencil case ▪ Naming school subjects ▪ Copy down singular nouns with their article ▪ Understand that plural nouns have different articles to singular nouns 		<ul style="list-style-type: none"> ▪ Naming parts of the face ▪ Saying basic verbs in the first person ▪ Saying something that hurts ▪ Recognise articles and understand that they signify the gender of a noun ▪ Pick out some subject pronouns when reading, with assistance 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ On est quel jour? ○ On est... ○ Lundi ○ Mardi ○ Mercredi ○ Jeudi ○ Vendredi ○ Samedi ○ Dimanche ○ Janvier ○ Février ○ Mars ○ Avril ○ Mai ○ Juin ○ Juillet ○ Août ○ Septembre ○ Octobre ○ November 	<ul style="list-style-type: none"> ○ Decembre ○ Quelle est la date aujourd'hui ? ○ Quelle heure est-il ? ○ Il est... ○ Midi ○ Minuit ○ Du matin ○ Du soir ○ De l'après-midi ○ De la nuit ○ ... heures (et demie) 	<ul style="list-style-type: none"> ○ Comment vas-tu à l'école ? ○ Je vais à l'école ... ○ À pied ○ En bus ○ En voiture ○ À vélo ○ Qu'est-ce que c'est ? ○ Voici... ○ La salle de classe ○ La cour ○ La grande salle ○ Les toilettes ○ La cuisine ○ La parking ○ La bibliothèque ○ Le terrain de sport ○ Qu'est-ce qu'il y a dans ta trousse ? ○ Il y a... 	<ul style="list-style-type: none"> ○ Un crayon ○ Une gomme ○ Une règle ○ Un stylo ○ Un feutre ○ Une bâton de colle ○ Un taille-crayons ○ Des ciseaux ○ Quelle est ta matière préférée ? ○ Ma matière préférée, c'est... ○ Les mathématiques ○ L'anglais ○ Le français ○ Les sciences ○ Le sport ○ Le dessin ○ L'informatique ○ La musique 	<ul style="list-style-type: none"> ○ Qu'est-ce que c'est ? ○ C'est/ Ce sont... ○ Le visage ○ L'œil ○ Les yeux ○ Le nez ○ La joue ○ L'oreille ○ La bouche ○ Les dents ○ Qu'est-ce que tu fais ce matin/ cet après-midi ? ○ Ce matin/ cet après-midi, ... ○ Je cours ○ J'écris ○ Je lis ○ Je parle ○ J'écoute 	<ul style="list-style-type: none"> ○ Je nage ○ Je marche ○ Je peins ○ Où as-tu mal ? ○ J'ai mal... ○ À la tête ○ Au bras ○ À l'oreille ○ Au pied ○ Au ventre ○ Au dos ○ Au genou ○ Au doigt ○ Aux dents

Key skills

Oracy

O 3.1 Listen and respond to simple rhymes, stories and songs

- identify rhyming words
- perform finger rhymes and sing songs
- join in with storytelling.

O 3.2 Recognise and respond to sound patterns and words

- listen with care
- identify phonemes which are the same as or different from English and other known languages
- speak clearly and confidently.

O 3.3 Perform simple communicative tasks using single words, phrases and short sentences

- recall, retain and use vocabulary
- ask and answer questions.

O 3.4 Listen attentively and understand instructions, everyday classroom language and praise words

- repeat words and phrases modelled by the teacher
- remember a sequence of spoken words
- use physical response, mime and gesture to convey meaning and show understanding.

Literacy

L 3.1 Recognise some familiar words in written form

- understand words displayed in the classroom
- identify and read simple words
- read and understand simple messages.

L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words

- pronounce accurately the most commonly used characters, letters and letter strings
- read aloud a familiar sentence, rhyme or poem.

L 3.3 Experiment with the writing of simple words

- write simple, familiar words using a model
- write some single words from memory.

Intercultural understanding

IU 3.1 Learn about the different languages spoken by children in the school

- increase awareness of linguistic and cultural diversity.

IU 3.2 Locate country/countries where the language is spoken


- identify some of the countries where the language is spoken.

IU 3.3. Identify social conventions at home and in other cultures

- know some facts about one country, e.g. climate, main towns, famous landmarks, produce.

IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken

- have contact with a native speaker
- view a video or media resource about the country
- send an e-mail, letter or postcard to a partner school.

<p>French</p> 	Year 4	Topics:	Home	Food	Sport	Family	My town	Weather
<p><u>KS2 framework for languages Year 4 – Knowledge about language</u></p> <ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. 								
<p><u>Intent</u></p> <p>We aim for our children to create a bank of vocabulary for a range of topics that link to their daily lives. The relevance of these topics should promote engagement, motivation and the readiness to extend their understanding into simple sentence structures.</p>			<p><u>Implementation</u></p> <p>Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.</p>			<p><u>Impact</u></p> <p>The children’s developing confidence will support them in identifying phrases and short sentences in speech and writing. They will begin to notice more cognates and words which have increasingly familiar spelling patterns that they will try to deduce the translation of. By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life.</p>		

<p>Prior learning:</p>	<p>Future learning:</p>
<ul style="list-style-type: none"> ▪ Familiarity with the euro symbol € ▪ Familiarity with money in English (Maths curriculum) ▪ Confidence with giving directions in English (Maths Year 4) ▪ Numbers (Year 3) ▪ Days of the week (Year 3) ▪ Using “c’est” (Year 3) 	<ul style="list-style-type: none"> ▪ Naming hobbies (Year 5) ▪ Identify different values which are important to their lives (Year 5) ▪ Develop French vocabulary to talk about values (Year 5) ▪ The singular and plural of a variety of food (Year 6) ▪ Give description about a particular food (size, quantity or flavour) (Year 6) ▪ Name a range of drinks (Year 6) ▪ Know some typical foods found and eaten in Mali by locals (Year 6) ▪ Describe the type of building they live in (Year 6) ▪ Name different types of buildings that are homes (Year 6) ▪ Say what rooms are on a particular floor of a house (Year 6) ▪ Describe the features of rooms they have in their house (Year 6) ▪ Research names of key furniture associated with a variety of rooms throughout the home (Year 6) ▪ Name Francophone countries from around the world (Year 6) ▪ Locate some Francophonie countries on a map (Year 6) ▪ Recognise and name some continents in French (Year 6) ▪ Know and recall the eight compass positions (Year 6) ▪ Describe the weather for different locations and positions (Year 6)


What pupils need to know or do to be secure

Topic – Home (CGP Y3/4 Unit E)		Topic – Food (CGP Y3/4 Unit B)		Topic – Sport (CGP Y3/4 Unit I)	
<i>Key learning / knowledge</i>		<i>Key learning /knowledge</i>		<i>Key learning / knowledge</i>	
<ul style="list-style-type: none"> ▪ Know that every noun has a ‘gender’ and this affects the spellings of some parts of a sentence ▪ Recognise a familiar sound when it is heard ▪ Recognise sentences where the word order is different to English ▪ Identify an article, with some help ▪ Saying where they live ▪ Identifying a variety of rooms ▪ Saying what there is in the kitchen and bedroom ▪ Describing their daily routine 		<ul style="list-style-type: none"> ▪ Know that every noun has a ‘gender’ and this affects the spellings of some parts of a sentence ▪ Naming common foods ▪ Name some fruit and vegetables ▪ Saying what they are eating ▪ Expressing likes and dislikes ▪ Saying what they would like to have to eat ▪ Pronounce some common letter strings correctly ▪ Know that the definite article ‘the’ can’t be missed out in French ▪ That sentences can be made to sound like a question by the inflection in their voice 		<ul style="list-style-type: none"> ▪ Know that every noun has a ‘gender’ and this affects the spellings of some parts of a sentence ▪ Discuss the sports they play ▪ Expressing likes and dislikes through words or phrases ▪ Detailed vocabulary for football and tennis matches ▪ Use a bilingual dictionary with guidance to look up words ▪ Recognise some sentences which have a different word order 	
<i>Key vocabulary</i>		<i>Key vocabulary</i>		<i>Key vocabulary</i>	
<ul style="list-style-type: none"> ○ Où habites-tu? ○ J’habite dans... ○ Une maison ○ Un appartement ○ Un village ○ Une ville ○ Une grande ville ○ Une chaumière ○ Une ferme ○ Qu’est-ce que c’est ? ○ Une chambre ○ Une salle de bains ○ Un salon ○ Une cuisine ○ Un balcon ○ Qu’est-ce qu’il y a dans ta chambre/ cuisine ? 	<ul style="list-style-type: none"> ○ Dans ma chambre/ cuisine, il y a... ○ Un lit ○ Une chaise ○ Une table ○ Une lampe ○ Une fenêtre ○ Une porte ○ Un four ○ Une bouilloire ○ Un lave-vaisselle ○ Qu’est-ce que tu fais chaque jour ? ○ Je me lève ○ Je me douche ○ Je vais à l’école ○ Je rentre chez moi ○ Je me couche 	<ul style="list-style-type: none"> ○ Qu’est-ce que c’est ? ○ C’est/ Ce sont ○ Une glace ○ Un gâteau ○ Des chips ○ Un chou ○ Des petits pois ○ Un poisson ○ Tu aimes... ? ○ Oui/non, je (n’) aime pas... ○ Les pommes (de terre) ○ Les fraises ○ Les tomates ○ Les carottes ○ Les bananes ○ Les poires 	<ul style="list-style-type: none"> ○ Les cerises ○ Qu’est-ce que tu manges ? ○ Je mange... ○ Un sandwich ○ Du chocolat ○ De la pizza ○ Du fromage ○ Du poulet ○ Du riz ○ Qu’est-ce que vous désirez ? ○ Je voudrais ... ○ Les œufs ○ Le lait ○ Le sucre ○ Le pain ○ Le beurre 	<ul style="list-style-type: none"> ○ Tu joues à quel sport ? ○ Tu aimes faire quel sport ? ○ J’aime (faire) ○ Le foot ○ Le tennis (de table) ○ Le basket ○ Le cricket ○ Le rugby ○ Le danse ○ La natation ○ La vélo ○ L’équitation ○ Le skate ○ Le surf ○ L’escalade ○ Le footing 	<ul style="list-style-type: none"> ○ Qu’est-ce que c’est ? ○ C’est/ Ce sont... ○ Un stade ○ Une équipe ○ Un joueur de foot ○ Un directeur ○ Un terrain ○ Un arbitre ○ Un ballon de foot ○ Un sifflet ○ Un spectateur ○ Un court ○ Une raquette ○ Un joueur de tennis ○ Une balle de tennis
Topic – Family		Topic – My town (CGP Y3/4 Unit F)		Topic – Weather	
<i>Key learning / knowledge</i>		<i>Key learning /knowledge</i>		<i>Key learning / knowledge</i>	

<ul style="list-style-type: none"> ▪ Name different members of their immediate family ▪ Know what a family tree is and use it to explain the relation of a family member ▪ Write simple facts about their family ▪ Understand that accents affect the pronunciation ▪ Know how to write letters specific to the French language (ç and œ) ▪ Recognise and understand the difference between “mon”, “ma” and “mes” 		<ul style="list-style-type: none"> ▪ Asking how much something costs ▪ Saying prices of items when given visual prompts ▪ Describing what is in their town, with help ▪ Giving directions, with help from images or gestures ▪ Saying names of shops ▪ Saying the names of items you might buy in a shop 		<ul style="list-style-type: none"> ▪ Name the months of the year ▪ Give the current date ▪ Name a range of weathers ▪ Know that ‘il’ has a different meaning when referring to weather ▪ Understand that weather phrases don’t directly translate into their English equivalents ▪ Describe the weather in different areas of France 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ C’est qui ? ○ Voici... ○ C’est... ○ Ma mère ○ Mon père ○ Ma sœur ○ Mon frère ○ Ma grand-mère ○ Mon grand-père ○ J’ai un/deux/trois... ○ J’habite avec... ○ As-tu des frères ou des sœurs ? ○ L’arbre généalogique ○ Elle/il est... ○ Un(e) adult(e) 	<ul style="list-style-type: none"> ○ Un(e) enfant(e) ○ Petit(e) ○ Grand(e) ○ Des taille moyenne ○ Les yeux ○ bleu/ marron/ gris/ verts ○ Les cheveux ○ noir/ blonds/ marron 	<ul style="list-style-type: none"> ○ Ça coûte combien ? ○ Ça coûte ○ Un euro (vingt) ○ Deux euros (cinquante) ○ Cinquante centimes ○ Trop cher ○ Très bien ○ Qu’est-ce qu’il y a dans ta ville ? ○ Il y a... ○ Une église ○ Un supermarché ○ Un centre de loisirs ○ Un jardin public ○ Un musée ○ Où est... ? 	<ul style="list-style-type: none"> ○ La gare ○ La piscine ○ Continuez tout droit ○ Tournez à gauche/ droite ○ Prenez la __ rue à __ ○ Qu’est-ce que c’est ? ○ La boucherie ○ La boulangerie ○ La confiserie ○ La banque ○ Qu’est-ce que vous désirez ? ○ Je voudrais ... ○ Un livre ○ Une tablette de chocolat 	<ul style="list-style-type: none"> ○ Les mois ○ Janvier ○ Février ○ Mars ○ Avril ○ Mai ○ Juin ○ Juillet ○ Août ○ Septembre ○ Octobre ○ November ○ Decembre ○ C’est ○ Numéro 1 - 31 ○ Quel temps fait-il ? 	<ul style="list-style-type: none"> ○ La météo ○ Il fait froid ○ Il fait chaud ○ Il fait beau ○ Il fait mauvais ○ Il pleut ○ Il neige ○ Il gèle ○ Il y a du vent ○ Il y a du brouillard ○ À (name of place) ○ Aujourd’hui ...

Key skills		
<p>Oracy</p> <p>O 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>O 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care 	<p>Literacy</p> <p>L 4.1 Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions 	<p>Intercultural understanding</p> <p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals.

<ul style="list-style-type: none"> • use physical response to show recognition and understanding of specific words and phrases. ○ 4.3 Listen for sounds, rhyme and rhythm • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. ○ 4.4 Ask and answer questions on several topics • practise asking and answering questions with a partner • devise and perform simple role-plays. 	<p>for making or doing something, a letter, an advertisement.</p> <p>L 4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. <p>L 4.4. Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school. 	<p>IU 4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>IU 4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>IU 4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination.
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French	Year 5	Topics:	Greetings	Numbers	Hobbies	Time	A school trip	Body
	<u>KS2 framework for languages Year 5 – Knowledge about language</u>			<ul style="list-style-type: none"> • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. 				
	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation. • Understand and use negatives. 			<u>Implementation</u>		<u>Impact</u>		
<u>Intent</u>			<p>Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.</p>			<p>Revisiting a number of topics, and expanding the range of vocabulary known, will support children in communicating effectively in speech and writing. It should help them to apply their prior knowledge, both to understand and generate new language. By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life.</p>		

Prior learning:	Future learning:
<ul style="list-style-type: none"> ▪ Simple greetings for the start and end of conversation (Year 3) ▪ Simple responses for saying how you feel (Year 3) ▪ Numbers up to 31 (Year 3) ▪ Multiples of 10 up to 100 (Year 3) ▪ Days of the week (Year 3) ▪ Months of the year (Year 3) ▪ Telling what part of the day it is (Year 3) ▪ Telling the time to the nearest hour (Year 3) ▪ Parts of the face (Year 3) ▪ Saying verbs in the first person (Year 3) ▪ Colours (Year 3) ▪ Using “c’est” (Year 3) ▪ Using “j’aime” (Year 4) ▪ Making basic negative sentences (Year 4) 	<ul style="list-style-type: none"> ▪ Describe how many there is of something e.g. number of apples (Year 6) ▪ Describe what activities they normally do with their family (Year 6) ▪ Explain what activities they will do on holiday (Year 6) ▪ Describe a variety of facial features (Year 6) ▪ Give a judgement on the food that they try (Year 6) ▪ Give an opinion on activities they do on holiday (Year 6) ▪ Naming a range of Francophone countries from around the world (Year 6) ▪ Give examples of how greetings differ around the world (Year 6) ▪ Know and describe some aspects of a tradition Malian greeting and its links to family (Year 6) ▪ Explain how holidays and tourism impacts a Malian community (Year 6) ▪ Know some typical foods found and eaten in Mali by locals (Year 6)


What pupils need to know or do to be secure

Topic – Greetings and Actions (CGP Y5/6 Unit P)		Topic – Numbers		Topic – Hobbies (CGP Y5/6 Unit L)	
<i>Key learning / knowledge</i>		<i>Key learning /knowledge</i>		<i>Key learning / knowledge</i>	
<ul style="list-style-type: none"> ▪ Give a greeting or goodbye that is appropriate to the time of day and person being spoken to ▪ Understand the question “Comment ça va?” ▪ Give a range of opinions for how they are feeling ▪ Use action verbs in the first person ▪ Use action verbs in the third person singular (he/she) ▪ Use the perfect past tense in the third person with assistance ▪ Use a preposition to give more accurate detail ▪ Use some adverbs to extend detail of a sentence ▪ Naming craft materials ▪ Name items found in a treasure hunt 		<ul style="list-style-type: none"> ▪ Work out how to say two digit numbers above 30 ▪ Understand and explain the pattern for numbers between twenty and sixty-nine ▪ Know that the pattern of counting changes from seventy to one hundred ▪ Create and answer simple add and subtraction calculations ▪ Read and write three digit numbers ▪ Understand that saying the year in French has a different structure to that of the English language ▪ With support aids, say a specified year in French ▪ Understand the location of Mali and that French is its primary language ▪ To understand that Mali’s primary language wasn’t originally French and how this came to be ▪ Give some facts about Mali including some geographical features 		<ul style="list-style-type: none"> ▪ Recognise the difference between “le/la” and “un/une” ▪ Understand that nouns have irregular plurals in French ▪ Understand that “tu” is often used to form a question ▪ Give a suitable sentence starter to a simple question ▪ The use of a conjunction to give a more detail ▪ Giving a variety of opinions ▪ Naming hobbies ▪ Talking about types of music ▪ Saying what musical instruments they play ▪ Talking about different types of film ▪ Identify different values which are important to their lives ▪ Appreciate that a person’s values differ depending on their lifestyle, upbringing and beliefs ▪ Develop French vocabulary to talk about values 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ Où cherche-tu le pirate ? ○ Je cherche ○ En bas/ en haut ○ À droite/ à gauche ○ Partout ○ Dans le magasin ○ Dans le parc ○ Dans la bibliothèque ○ Qu’est-ce que tu fais ? ○ Je ris 	<ul style="list-style-type: none"> ○ Elle/il ... beaucoup ○ Qu’est-ce que tu mets dans le placard ? ○ Je mets... dans le placard ○ La peinture ○ Le carton ○ Le pinceau ○ Est-ce que tu ... vite/ lentement ? ○ Je bois 	<ul style="list-style-type: none"> ○ Numéro ○ Soixante ○ ...-et-un up to ... neuf ○ Soixante-dix ○ Quatre-vingt ○ Quatre-vingt-dix ○ Cent ○ Mille ○ Plus ○ Moins ○ Multiplier par 	<ul style="list-style-type: none"> ○ Quelle année est né ... (e.g Napoleon) ○ Des centaines (hundreds) ○ Dizaines (tens) ○ Ceux (ones) ○ Mali ○ Bamako ○ Afrique de l’Ouest ○ Le village ○ La capitale 	<ul style="list-style-type: none"> ○ J’aime/ J’adore ○ Je n’aime pas/ Je déteste ○ Tu aimes... ? ○ C’est nul ! ○ C’est super ! ○ C’est ennuyeux ! ○ C’est énervant ○ C’est entraînant ! ○ Le sport ○ La natation 	<ul style="list-style-type: none"> ○ La batterie ○ La guitare ○ Le violon ○ La trompette ○ La flûte ○ Qu’est-ce que c’est ? ○ Je (ne) joue (pas) ○ Je regarde la télé ○ Je téléphone à mes amis ○ Je vais au parc/cinéma

<ul style="list-style-type: none"> ○ Je pleure ○ Je parle ○ Je marche ○ Je cours ○ Beaucoup/ un peu ○ Qu'est-ce que fait ton ami(e) ? 	<ul style="list-style-type: none"> ○ Je frappe ○ Je conduis ○ Je monte ○ Vite/ lentement ○ J'ai trouvé ○ Un fossile ○ Le trésor 	<ul style="list-style-type: none"> ○ Divise par ○ Combine ○ C'est quel numéro ? ○ En quelle année sommes-nous ? 	<ul style="list-style-type: none"> ○ Le desert 	<ul style="list-style-type: none"> ○ Le cyclisme ○ La lecture ○ Les jeux vidéo ○ La musique classique/ pop/ folk/ rock 	<ul style="list-style-type: none"> ○ Qu'est-ce que tu fais le weekend ? ○ Un film d'action/ comique/ romantique/d'horreur
Topic – Time		Topic – A school trip (CGP Y5/6 Unit M)		Topic – Body	
<i>Key learning / knowledge</i>		<i>Key learning / knowledge</i>		<i>Key learning / knowledge</i>	
<ul style="list-style-type: none"> ▪ Explain what month of the year it is and what season this is part of ▪ Explain what their favourite season is ▪ State when their birthday is and link it to the correct season ▪ Participate and give responses to games about time ▪ Know how to say half past a certain hour ▪ Give the time to the nearest quarter of an hour ▪ Explain what they do at different times of the day ▪ Develop a greater awareness of the similarities and difference between people ▪ Develop French language to describe daily activities 		<ul style="list-style-type: none"> ▪ Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text. ▪ Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. ▪ Recognise the future tense when prompted. ▪ Form basic opinions about what they like to do ▪ Give a suitable sentence starter to a simple question ▪ Understand which parts of the verb are not pronounced for this person plural ▪ Describe what they like to do on a coach journey ▪ Describe what they like to do in the countryside ▪ Talk about what they can see out of a window of a vehicle ▪ Explain some of the similarities and differences between schools in the UK and Mali ▪ Explain the impact of an education on a person's life 		<ul style="list-style-type: none"> ▪ Be able to recognise articles and state if they are masculine, feminine or plural ▪ Understand how to change the “<i>le/la/les</i>” to “<i>au/à la/aux</i>” depending on the gender when describing illnesses ▪ The singular and plural of different words ▪ The position of an adjective in a sentence is different to the English language ▪ Use of adjectives to describe a feature of the noun (size and colour mainly) ▪ Understand that the spellings of adjectives change depending on the gender ▪ Name parts of the body ▪ Describe features of a monster using adjectives ▪ Say that something hurts and name the location ▪ Respect difference and diversity ▪ Describe the contribution of different cultures to our lives 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ Les jours ○ Lundi ○ Mardi ○ Mercredi ○ Jeudi ○ Vendredi ○ Samedi 	<ul style="list-style-type: none"> ○ Novembre ○ Decembre ○ Les saisons ○ le printemps ○ l'été ○ l'automne ○ en hiver 	<ul style="list-style-type: none"> ○ Le bus ○ Les roues ○ Le moteur ○ Le klaxon ○ Le bébé ○ Les gens ○ Les essuie-glaces 	<ul style="list-style-type: none"> ○ Un arbre ○ Un oiseau ○ Une ville ○ Une vache ○ Un feu tricolore ○ Qu'est-ce qu'il y a au musée ? 	<ul style="list-style-type: none"> ○ Les corps ○ La/les jambe(s) ○ La/les main(s) ○ Le(s) pied(s) ○ La tête ○ Le ventre ○ Le dos 	<ul style="list-style-type: none"> ○ le cou ○ le doigt ○ mal ○ Qu'est-ce que c'est ? ○ C'est/ ce sont ○ Elle a/ il a

<ul style="list-style-type: none"> ○ dimanche ○ Les mois ○ Janvier ○ Février ○ Mars ○ Avril ○ Mai ○ Juin ○ Juillet ○ Août ○ Septembre ○ Octobre 	<ul style="list-style-type: none"> ○ Qu'est-ce que c'est ? ○ C'est ... ○ Quelle heure est-il ? ○ Une heure ○ Deux/trois/... heures ○ Il est ○ ... heure(s) et demie ○ ... heure(s) et quart ○ ... heure(s) moins le quart ○ À ... heures, j'ai 	<ul style="list-style-type: none"> ○ Qu'est-ce que tu entends ? ○ J'entends ○ Chanter ○ Dormir ○ Lire ○ Rêver ○ Jouer aux jeux vidéos ○ Manger des bonbons ○ Qu'est-ce que tu aimes faire dans le bus ? 	<ul style="list-style-type: none"> ○ Il y a ○ Une momie ○ Des os de dinosaure ○ Des bijoux anciens ○ Qu'est-ce que tu aimes faire à la campagne ? ○ Nager ○ Dessiner ○ Ramasser des feuilles 	<ul style="list-style-type: none"> ○ Les cheveux ○ le visage ○ un œil ○ les yeux ○ le joue ○ la bouche ○ la/les dent(S) ○ une oreille ○ le bras 	<ul style="list-style-type: none"> ○ Qu'est-ce qui manque ? ○ Où as-tu mal ? ○ J'ai mal...
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<i>Key skills</i>		
<p>Oracy</p> <p>○ 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. <p>○ 5.2 Understand and express simple opinions</p> <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. <p>○ 5.3 Listen attentively and understand more complex phrases and sentences</p> <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. <p>○ 5.4 Prepare a short presentation on a familiar topic</p> <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. 	<p>Literacy</p> <p>L 5.1 Re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. <p>L 5.2 Make simple sentences and short texts</p> <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards. <p>L 5.3 Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words. 	<p>Intercultural understanding</p> <p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>IU 5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another.

French	Year 6	Topics:	Home	Eating out	In France	Family	On holiday	Weather
	<u>KS2 framework for languages Year 6 – Knowledge about language</u> <ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. 		<ul style="list-style-type: none"> • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use. 					
<p><u>Intent</u></p> <p>Through a study of linguistic skills and knowledge, we aim for our children to express their thoughts and ideas in French as well as understand and respond to its speakers, both in speech and writing.</p>			<p><u>Implementation</u></p> <p>Six units of French are covered across each year – typically one a half term. Many of these units are revisited in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. They are gradually taught to understand the wider impact of the French language and culture on the global community. Children have weekly lessons in French throughout Key Stage 2, primarily using the CGP Salut! programme of study in addition to other resources such as Lightbulb Languages and Twinkl.</p>			<p><u>Impact</u></p> <p>Upon leaving Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and into adult life. They will be confident in the knowledge that the linguistic skills they have developed during their time at Ravensdale Juniors can be applied to other languages should they choose to pursue a different interest.</p>		

Prior learning:	Future learning:
<ul style="list-style-type: none"> ▪ The use of basic manners and greetings in a conversation (Year 3 and 5) ▪ Numbers (Year 3) ▪ Days of the week (Year 3 and 5) ▪ Expressing likes and dislikes (Year 4) ▪ Naming common foods (Year 4) ▪ Some names of fruit and vegetables (Year 4) ▪ Saying where they live (Year 4) ▪ Saying what they are eating (Year 4) ▪ Identifying a variety of rooms (Year 4) ▪ Saying what there is in the kitchen and bedroom (Year 4) ▪ Describe the weather in different areas of France (Year 4) ▪ Name different members of their immediate family (Year 4) ▪ Know what a family tree is and use it to explain the relation of a family member (Year 4) ▪ Write simple facts about their family (Year 4) ▪ French is spoken as a main language in other countries other than France (Year 5) ▪ The location and some cultural aspects of Mali (Year 5) 	<ul style="list-style-type: none"> ▪ Year 6 pupils will go onto the KS3 curriculum – it is our aim that they have been equipped with the skills and knowledge to further succeed when studying MFL at KS3

What pupils need to know or do to be secure

Topic – Home		Topic – Eating out (CGP Y5/6 Unit K)		Topic – In France (CGP Y5/6 Unit Q)	
Key learning / knowledge		Key learning /knowledge		Key learning / knowledge	
<ul style="list-style-type: none"> ▪ The singular and plural of different words ▪ The position of an adjective in a sentence is different to the English language ▪ Use of adjectives to describe a feature of the noun (size and colour mainly) ▪ Describe the type of building they live in ▪ Name different types of buildings that are homes ▪ Name different rooms in a house ▪ Say what rooms are on a particular floor of a house ▪ Describe the features of rooms they have in their house ▪ Research names of key furniture associated with a variety of rooms throughout the home ▪ Give examples of furniture that would be typically found in a room ▪ Where Mali is and some basic information about the country 		<ul style="list-style-type: none"> ▪ The singular and plural of a variety of food ▪ Give a suitable sentence starter to a simple question ▪ Give description about a particular food (size, quantity or flavour) ▪ The use of a conjunction to give a more detail ▪ Name a range of drinks ▪ Explain food that they eat using the names of popular foods ▪ Name a range of fruit and vegetables ▪ Understand repeated phrases in a well-known story ▪ Manipulate sentence starters to suit the purpose of their writing ▪ Know some typical foods found and eaten in Mali by locals 		<ul style="list-style-type: none"> ▪ Give a suitable sentence starter to a simple question ▪ Name some Francophone countries ▪ Names some settlements in France and Mali ▪ Describe the position of settlements in a country using the four basic compass points ▪ Name some famous Parisian landmarks ▪ Explain what a tourist could do in Paris ▪ Describe and explain some foods that are typically eaten as part of French cuisine ▪ Give an opinion on the food that they try 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ J'habite ○ Une maison ○ Une chaumière ○ Un appartement ○ Un château ○ Une ferme ○ Une caravane ○ Tu habites dans quelle sorte de maison ? ○ Le salon ○ Le cuisine ○ Le chambre ○ La salle de bains ○ La salle à manger 	<ul style="list-style-type: none"> ○ La pollution ○ La voiture ○ Le lit ○ Le four ○ Le tapis ○ La télévision ○ Le couteau ○ Le fauteuil ○ Il y a ○ Au sous-sol ○ Au rez-de-chaussée ○ Au premier étage ○ Au deuxième étage ○ Qu'est-ce qu'il y a ... ? 	<ul style="list-style-type: none"> ○ Qu'est-ce que vous désirez? ○ Je voudrais... ○ Un café ○ Un thé ○ Une limonade ○ Un chocolat chaud ○ Un coca ○ Un jus d'orange ○ Une eau minérale ○ Quelle est ta glace préférée? ○ Ma glace préférée est la glace X 	<ul style="list-style-type: none"> ○ Une pomme ○ Un citron ○ Un citron vert ○ Du raisin ○ Une mangue ○ Une prune ○ Un ananas ○ Un avocat fruit ○ La chenille ○ La papillon ○ Elle mange ○ Elle croque ○ Mais elle a encore faim 	<ul style="list-style-type: none"> ○ Paris, Lyon, Bordeaux, Avignon ○ Bamako, Taoudenni, Sikasso, Mopti ○ Où est... en France/Mali? ○ Le nord ○ Le sud ○ L'ouest ○ L'est ○ Le nord-est ○ Le nord-ouest ○ Le sud-est ○ Le sud-ouest 	<ul style="list-style-type: none"> ○ La France ○ La Belgique ○ La Suisse ○ Le Sénégal ○ La Côte d'Ivoire ○ On parle français en / au...? ○ Qu'est-ce qu'on mange en France? ○ En France, On mange ○ la quiche ○ les crêpes (f) ○ le camembert ○ les escargots (m)

<ul style="list-style-type: none"> ○ L'escalier ○ L'entrée ○ Mali ○ Bamako 	<ul style="list-style-type: none"> ○ Dans le centre de ville ○ à la campagne ○ en banlieue ○ au bord de la mer 	<ul style="list-style-type: none"> ○ Une glace (au chocolat, au caramel, à la menthe, à la fraise) 	<ul style="list-style-type: none"> ○ Elle y fait X trous 	<ul style="list-style-type: none"> ○ La tour Eiffel ○ La seine ○ Le musée du Louvre ○ L'Arc d'Triomphe 	<ul style="list-style-type: none"> ○ les croque-monsieur ○ les cuisses de grenouille
Topic – Family (CGP Y5/6 Unit R)		Topic – On holiday (CGP Y5/6 Unit J)		Topic – Countries and weather	
<i>Key learning / knowledge</i>		<i>Key learning /knowledge</i>		<i>Key learning / knowledge</i>	
<ul style="list-style-type: none"> ▪ The singular and plural of family members ▪ Identify what relation a family member is to them ▪ Explain how many of a family member they have ▪ Explain what family members they don't have ▪ Describe what they do with their family ▪ Point to the area of the face that is being described ▪ Describe a variety of facial features ▪ Give a suitable sentence starter is to a simple question ▪ Give examples of how greetings differ around the world ▪ Know and describe some aspects of a tradition Malian greeting and its links to family 		<ul style="list-style-type: none"> ▪ Name some countries around the world in French ▪ Explain which country they would like to go on holiday ▪ Name different types of accommodation ▪ Describe the accommodation they could stay in on their holiday ▪ Explain how long they will be on holiday for ▪ Explain some animals they might see if they visit a zoo ▪ Describe activities that they could do if they were on a beach ▪ Give opinions on activities they may or may not participate in, on holiday. ▪ Know what the term 'tourism' means ▪ Explain how holidays and tourism impacts a Malian community 		<ul style="list-style-type: none"> ▪ The order in which a sentence is constructed when giving a response ▪ That accents (é,è,ç,á) affect the pronunciation of the word ▪ Where to look up unknown words or phrases ▪ Know the difference between a bilingual dictionary and a standard dictionary and how to find words ▪ Name Francophone countries from around the world ▪ Locate some Francophonie countries on a map ▪ Recognise and name some continents in French ▪ Know and recall the eight compass positions ▪ Describe the weather for different locations and positions 	
Key vocabulary		Key vocabulary		Key vocabulary	
<ul style="list-style-type: none"> ○ Ma/ta mère ○ Mon/ton père ○ Ma/ta sœur ○ Mon/ton frère ○ Ma/ta grand-mère ○ Mon/ton grand-père ○ Mes/tes parents ○ Mes/tes grand-parents ○ Ma belle-mère ○ Mon beau-père ○ Mon/ma cousin(e) ○ Ma tante 	<ul style="list-style-type: none"> ○ Aller à la plage ○ Manger un bon repas ○ Faire un pique-nique ○ Faire une soirée film ○ Faire du shopping ○ Les yeux ○ Bleus/verts/marron ○ Les cheveux ○ Blonds/bruns/roux/noirs/gris ○ Longs/mi-longs/courts ○ Raides/ondulés/bouclés 	<ul style="list-style-type: none"> ○ en France (f) ○ en Espagne (f) ○ en Italie (f) ○ en Allemagne (f) ○ en Grèce (f) ○ aux États-Unis (m) ○ au pays de Galles ○ une tente ○ un hôtel ○ un appartement ○ un gîte ○ une ferme ○ une caravane 	<ul style="list-style-type: none"> ○ Tu loges où? ○ Je passe ... semaine(s) dans ○ Qu'est-ce que tu as vu au zoo? ○ J'ai vu... ○ un tigre ○ une girafe ○ Qu'est-ce qu'il y a à la plage? ○ Il y a ○ Un bateau ○ Un surfeur 	<ul style="list-style-type: none"> ○ J'habite ○ C'est quel pays ? ○ En France ○ En Belgique ○ En Suisse ○ Au Luxembourg ○ Au Québec ○ En Martinique ○ En Guadeloupe ○ En Guyane ○ En Tunisie ○ Au Maroc ○ En Guinée 	<ul style="list-style-type: none"> ○ En Algérie ○ À Madagascar ○ Au Laos ○ Au Vietnam ○ Quel temps fait-il ? ○ Il fait froid/chaud ○ Il fait beau/mauvais ○ Il pleut ○ Il neige ○ Il gèle ○ Il y a du vent/brouillard ○ La météo

<ul style="list-style-type: none"> ○ Mon oncle ○ Fille unique ○ Fils unique ○ Ma demi-sœur ○ Mon demi-frère 	<ul style="list-style-type: none"> ○ Petit(e) ○ Grand(e) ○ Visage ○ Ça va.. ? ○ Ça va bien 	<ul style="list-style-type: none"> ○ un camping-car ○ un station de ski ○ une auberge de jeunesse ○ Où vas-tu en vacances ○ Je vais en/au/aux 	<ul style="list-style-type: none"> ○ Le siège ○ La ceinture ○ Le plateau ○ Cool/ exotique/ riche/ magnifique/ délicieux/ intéressant 	<ul style="list-style-type: none"> ○ Au Sénégal ○ En Côte d'Ivoire ○ Au Mali ○ En Egypte ○ Au Zaïre 	<ul style="list-style-type: none"> ○ Le nord/nord-est/nord-ouest ○ Le sud/sud-est/sud-ouest
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Key skills

<p>Oracy</p> <p>○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. <p>○ 6.2 Perform to an audience</p> <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. <p>○ 6.3 Understand longer and more complex phrases or sentences</p> <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences <p>○ 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. 	<p>Literacy</p> <p>L 6.1 Read and understand the main points and some detail from a short written passage</p> <ul style="list-style-type: none"> • read and respond to an extract from a story or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. <p>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. <p>L 6.3 Match sound to sentences and paragraphs</p> <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model and re-constitute a sentence or paragraph using text cards. <p>L 6.4 Write sentences on a range of topics using a model</p> <ul style="list-style-type: none"> • apply most words correctly • construct a short text to tell a story or give a description. 	<p>Intercultural understanding</p> <p>IU 6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>IU 6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>IU 6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information.
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