



Orton Wistow Primary School – Curriculum Plan



Subject : MFL French

Year : 6

Term : Autumn – Ici et là



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

| Learning | Teaching | Assessment |
|-------------|----------|------------|
| Remembering | Telling | Testing |



Understanding

What children will understand

| Learning | Teaching | Assessment |
|------------|----------|------------|
| Practising | Coaching | Observing |



Skills

What children will be able to do

| Learning | Teaching | Assessment |
|------------|--------------|------------|
| Reflecting | Facilitating | Evaluating |

Ici et là – out and about

soixante-et onze, soixante-douze, soixante-treize, etc./ soixante-dix-neuf - 71-79

quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc., quatre-vingt-neuf – 81-89

quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc., quatre-vingt-dix-neuf – 91-99

un homme – a man

une femme – a woman

Qu'est-ce que tu aimes/détestes – What do you like/hate?

Tu veux jouer au rugby/netball/ping-pong? – Do you want to play rugby/netball/table tennis?

Oui, je veux jouer. – Yes I want to play.

Non, je ne veux pas jouer. – No, I don't want to play.

Know the simple patterns and sounds, words and phrases that relate to:

-numbers up to 100

-leisure activities

Know and use correct grammar including (where relevant) feminine, masculine and neuter forms.

Know how to build detailed sentences in order to write paragraphs about hobbies and activities.

Develop accurate pronunciation and intonation of:

-numbers up to 100

-leisure activities

Listen attentively and understand longer passages of spoken language.

Read carefully and show understanding of words and phrases relating to:

-numbers up to 100

-leisure activities

Link the spelling, sound and meaning of words relating to: leisure activities

Develop the ability to understand new words that are introduced into familiar written material.

Apply key features and patterns of the French language in order to build sentences when writing paragraphs.

Compare with detail, the structure of English sentences and French sentences.

Orally describe leisure activities in detail and share opinions of leisure activities to a range of audiences.

Write detailed paragraphs to describe opinions of leisure activities, using correct grammar.

Begin to engage in detailed conversations of varying length discussing leisure activities, expressing own opinions within those.

Confidently use a French dictionary to broaden vocabulary of topic words.







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Subject : MFL French

Year : 6

Term : Spring – Monter un café

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|---|---|--|--|------------|-------------|---------|---------|--|----------|----------|------------|------------|----------|-----------|---|----------|----------|------------|------------|--------------|------------|
| Vocabulary | Knowledge What children will know | Understanding What children will understand | Skills What children will be able to do | | | | | | | | | | | | | | | | | | |
| Define the word and include etymology if useful. | <table border="1"> <tr> <th data-bbox="573 613 735 678">Learning</th> <th data-bbox="735 613 896 678">Teaching</th> <th data-bbox="896 613 1052 678">Assessment</th> </tr> <tr> <td data-bbox="573 678 735 678">Remembering</td> <td data-bbox="735 678 896 678">Telling</td> <td data-bbox="896 678 1052 678">Testing</td> </tr> </table> | Learning | Teaching | Assessment | Remembering | Telling | Testing | <table border="1"> <tr> <th data-bbox="1052 613 1213 678">Learning</th> <th data-bbox="1213 613 1375 678">Teaching</th> <th data-bbox="1375 613 1530 678">Assessment</th> </tr> <tr> <td data-bbox="1052 678 1213 678">Practising</td> <td data-bbox="1213 678 1375 678">Coaching</td> <td data-bbox="1375 678 1530 678">Observing</td> </tr> </table> | Learning | Teaching | Assessment | Practising | Coaching | Observing | <table border="1"> <tr> <th data-bbox="1530 613 1692 678">Learning</th> <th data-bbox="1692 613 1854 678">Teaching</th> <th data-bbox="1854 613 2009 678">Assessment</th> </tr> <tr> <td data-bbox="1530 678 1692 678">Reflecting</td> <td data-bbox="1692 678 1854 678">Facilitating</td> <td data-bbox="1854 678 2009 678">Evaluating</td> </tr> </table> | Learning | Teaching | Assessment | Reflecting | Facilitating | Evaluating |
| Learning | Teaching | Assessment | | | | | | | | | | | | | | | | | | | |
| Remembering | Telling | Testing | | | | | | | | | | | | | | | | | | | |
| Learning | Teaching | Assessment | | | | | | | | | | | | | | | | | | | |
| Practising | Coaching | Observing | | | | | | | | | | | | | | | | | | | |
| Learning | Teaching | Assessment | | | | | | | | | | | | | | | | | | | |
| Reflecting | Facilitating | Evaluating | | | | | | | | | | | | | | | | | | | |
| <p>Monter un café – Setting up a café</p> <p>une limonade – a lemonade une eau minérale – a mineral water un jus d'orange – an orange juice un verre de coca – a glass of coke un chocolat chaud – a hot chocolate un café – a (black) coffee un café au lait - coffee with milk une tasse de thé – a cup of tea un paquet de chips – a packet of crisps une portion de frites – a portion of chips une glace au chocolat – a chocolate ice cream une glace à la fraise/ à la vanilla – a strawberry/vanilla ice cream Vous désirez? – What would you like? C'est combien? – How much is it? Bon appétit! – Enjoy your meal/food!</p> | <p>Know the simple patterns and sounds, words and phrases that relate to:</p> <p>-food and drink -ordering food and drink</p> <p>Know and use correct grammar including (where relevant) feminine, masculine and neuter forms.</p> <p>Know how to build detailed sentences in order to write paragraphs about ordering food and drink in a café.</p> | <p>Develop accurate pronunciation and intonation of:</p> <p>-food and drink -ordering food and drink</p> <p>Listen attentively and understand longer passages of spoken language.</p> <p>Read carefully and show understanding of words and phrases relating to:</p> <p>-food and drink -ordering food and drink</p> <p>Link the spelling, sound and meaning of words relating to ordering food and drink.</p> <p>Develop the ability to understand new words that are introduced into familiar written material.</p> <p>Apply key features and patterns of the French language in order to build sentences when writing paragraphs.</p> | <p>Orally describe food and drink in detail and share opinions of café life to a range of audiences.</p> <p>Write detailed paragraphs to describe opinions of ordering food and drink in a café, using correct grammar.</p> <p>Engage competently in detailed conversations of varying length discussing food and drink in cafés, expressing own opinions within those.</p> <p>Confidently use a French dictionary to broaden vocabulary of topic words.</p> | | | | | | | | | | | | | | | | | | |



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| | Remembering | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| | | | | Compare with detail, the structure of English sentences and French sentences. | | | | | |







Orton Wistow Primary School – Curriculum Plan







Subject : MFL French

Year : 6

Term : Summer – Quoi de neuf?

| | | | | | | | | | |
|--|--|---|---|-----------------|-----------------|-------------------|-----------------|-----------------|-------------------|
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| <p>Quoi de neuf? – What's in the news?</p> <p>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.</p> | <p>Know the simple patterns and sounds, words and phrases that relate to:</p> <p>-the latest news</p> <p>Know and use correct grammar including (where relevant) feminine, masculine and neuter forms.</p> | <p>Develop accurate pronunciation and intonation of:</p> <p>-words relating to the latest news.</p> <p>Listen attentively and understand longer passages of spoken language.</p> <p>Read carefully and show understanding of words and phrases relating to:</p> | <p>Orally describe the latest news in detail and share opinions to a range of audiences.</p> <p>Write detailed paragraphs to describe opinions of the latest news, using correct grammar.</p> | | | | | | |



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| <p>C'est dégueulasse. – It's disgusting. C'est trop long. – It's too long. car – as, since, because à mon/son avis – in my/his/her opinion l'actualité – the news la page télé – the tv page</p> | <p>Know how to build detailed sentences in order to write paragraphs about ordering what's in the news.</p> | <p>-the latest news</p> <p>Link the spelling, sound and meaning of words relating to the latest news.</p> <p>Develop the ability to understand new words that are introduced into familiar written material.</p> <p>Apply key features and patterns of the French language in order to build sentences when writing paragraphs.</p> <p>Compare with detail, the structure of English sentences and French sentences.</p> | <p>Engage confidently in detailed conversations of varying length discussing the latest news, expressing own opinions within those.</p> <p>Confidently use a French dictionary to broaden vocabulary of topic words.</p> | | | | | | |