

AJS French Overview

	Topic	Activities	Key outcome	
Year 3	Term 1	<p>Hi! How are you? Comment t'appelles-tu ? Ça va ?</p>	<p>Children learn to greet someone and say goodbye. They learn how to ask and say their own name and to ask for and give their own age. They begin to give someone else's name.</p> <p>In warmups and outside the lesson, they rehearse <u>counting (eventually to 31)</u> and <u>say how they are</u>.</p> <p>They interact with a <u>how we are</u> display – e.g tallying how many people say ca va, ca ne va pas or comme ci comme ca. They learn the “Salut, Ca va!” song</p>	<p><i>Video record audio a role play/puppet show</i></p>
	Term 2	<p>In my colourful class Qu'est-ce que c'est ? C'est quel couleur ? C'est quel jour ?</p>	<p>Children can identify the objects in their class and what colour they are. They can extend sentences by saying whether an object is in their bag/pencil case or on their table. They can say/identify what day of the week it is.</p> <p>During warm-ups and outside the lesson, they play <i>Simon a dit</i> to rehearse <u>classroom instructions</u>. Key classroom instructions should be given in French and English throughout the term (listen, watch, sit down, stand up, write, sing, talk, repeat).</p> <p>They interact with a <u>days of the week</u> display and use it to identify how many children are present. <u>Key equipment</u> and <u>furniture in the classroom</u> are labelled with its colour and name in French.</p>	<p><i>Design and label a pencil case and its contents</i></p>
	Term 3	<p>Meet my family Qui c'est ? Décrivez _____</p>	<p>They can identify members of their family and give their names. They can describe their appearance and character. They can identify what pets they have, their name and character. They could draw an alien family member labelled with speech bubbles and descriptive labels, perhaps with unusually coloured and numbered body parts. They revise their colours and numbers (to 20).</p> <p>In warmups/outside the lesson, they play <i>Simon a dit</i> and beetle drive in order to learn the parts of the body. They chant the French alphabet and begin to spell the names of family members/pets in French.</p>	<p><i>Written piece - Alien family profiles</i></p>

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Year 4	Term 1 I am going to meet... Décrivez _____ Ou vas-tu ? Je vais à Paris pour rencontrer _____ Ou habites-il ? Ou habites-elle ? (Begin to use correct intonation for questions)	Children revise and re-apply their year 3 learning by describe celebrities. They learn to rephrase in the third person using <i>il</i> and <i>elle</i> instead of just <i>j'ai</i> . They say what they look like, their age, what siblings or pets they have, their nationality and their personality. During warmups and outside the lesson, they count to 60 and sing the alphabet song. They ask and say how they are during registration. They interact with a map of celebrities from francophone countries. They profile their celebs and pretend to visit them. When asked, "Where are you going?" they reply in French, "I am going to (place) to meet (celebrity name)." They can clarify their name by spelling it in French.	Celebrity profile
	Term 2 My Birthday C'est quand, ton anniversaire ? Quel est la date de ton anniversaire ? Qu'est-ce que tu veux comme cadeaux ? Qu'est-ce que tu veux ? C'est combien ?	Children identify when their birthday is, <u>revising numbers to 31</u> . Children interact with a display identifying the month and date of their birthday and/ or important festivals. They begin to plan for their ideal birthday party menu. They ask other children what they would like to eat and respond to say whether they like that food or not. They extend the sentence to give a reason using <i>c'est</i> . During warmups and outside the lesson, they continue to count to 60. They give a simple opinion whenever asked to choose something. They add birthdays to the celebrity profile map and see who they share a birthday with.	Shopping play
	Term 3 Weather and Travel Ou vas-tu ? Comment ça s'écrit ?	Children recall going to visit celebrities in term 1. They return to the map of celebrities from francophone and other countries and imagine going on holiday there. They say where they are going and identify the local weather there. Their ask their friends what present they would like them to bring back and their friends respond. They clarify what they said by <u>asking them to spell</u> it. They look at time differences and identify <u>what time it is</u> here and what time it is abroad (O'clock only) adding that to their map. During warm-ups/outside the lesson, they interact with a display describing the weather in their local area each day. At opportune moments they are invited to look outside and say what the weather is like.	<i>Simple weather report/letter to a friend about the weather</i>

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Year 5	Term 1	<p>My New Friend</p> <p>Quel sujet ? Tu aimes ___ ? Ou vas-tu en vacances ? (Use correct intonation for questions)</p>	<p>They imagine they are at the airport and get talking to another child waiting with their family. They revise how to greet someone and share personal information with them roleplaying this.</p> <p>They get talking about the subjects they study and what they think of them. They describe a typical school day. The other child is French. The children learn about the differences between French and English school timetables. They tell their new friend what country they are flying to.</p> <p>During warm-ups/outside the lesson, children interact with an enlarged school timetable in French. They survey the class asking which subjects they like and display the results. to use basic greetings in class and round school and to tell the time.</p>	<p><i>A role play/script between an English child and a French child.</i></p>
	Term 2	<p>The flight</p> <p>Qu'est-ce que tu vas faire en vacances ?</p>	<p>The children are now on board their flight and begin to chat/text about where they are going and what they are going to do there. They express opinions about the timetable of activities their parents have planned for them. They use simple words to extend and join the sentences into longer paragraphs. During warm-ups/outside the lesson, children interact with an enlarged timetable of holiday activities in French. They survey the class asking which activities they like or don't like. They play Simon a dit as they did in year 4, and continue to play games that involve time https://tbltfrenchgames.weebly.com/what-time-is-it-mr-wolf.html outside.</p>	<p><i>A text to their new friend</i></p>
	Term 3	<p>Clothes</p> <p>Qu'est-ce que tu veux ? C'est comment ? Tu aimes ? C'est combien ?</p>	<p>The children are now on holiday. Unfortunately, their suitcase has been lost! They interact with a class display of holiday clothes and prices in French. They choose items of clothing they would/wouldn't like to buy and give their opinion of the clothes. They play customer and shopkeeper asking and giving prices and paying for items (see shop dialogue). They make a phone call home describing their outfit to a friend.</p> <p>During warm-ups/outside the lesson, children rehearse and perform a song about the <u>timings of the school day</u>. They <u>count, add, subtract multiply and divide to 80</u> and use the <u>French alphabet</u> to clarify spellings. They apply their expanding <u>vocabulary of opinion</u> to a variety of situations.</p>	<p><i>Magazine fashion spread: A celebrity abroad – inc. photo diary with simple captions in role e.g. "I'm wearing a green dress, a red hat and beautiful sunglasses!"</i></p>

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Year 6	Term 1	<p>Chez Moi!</p> <p>Qu'elle heure est-il ? Qu'est-ce que tu fais ? Qu'est qu'il/elle fait</p>	<p>Children begin by quickly recapping how to say what time it is and what they are doing presently. They move on to describing their home and what people are doing there. They tell their friend how their day usually goes, all as if they are sat writing a letter/diary or text.</p> <p>During warm-ups/outside the lesson, they <u>count to 100</u> in French and complete a range of calculations using these numbers. They play pure vocab games to revisit topic vocabulary in particular <u>foods (year 4)</u> and <u>clothes (year 5)</u>. They interact with a display about sports and survey the class to find out which are their preferred sports</p>	<i>Text conversation</i>
	Term 2	<p>T The Weekend</p> <p>Qu'est-ce que tu fais ? Tu fais ____ ? Tu manges ____ ? Tu regardes ? Tu joues ? Qu'est-ce que tu préfères ?</p>	<p>Children describe what they do and do not do throughout the week. They ask and say what others do at the weekend. They ask and answer more specific questions about what they like to listen to, eat, drink, watch, play and do. They recap other language of opinion from previous years and use it to make their answers more authentic. E.g. I don't like to listen to the radio; it's boring! They use their display to converse about the sports they do or do not like, sorting them into degrees of liking or disliking and giving reasons for their choices.</p> <p>During warm-ups/outside the lesson, they count to 100 in French and complete a range of calculations using these numbers. They use vocab games <u>to learn different modes of transport.</u></p>	<i>Role play + script</i>
	Term 3	<p>On va faire la fête</p> <p>Ou vas-tu ? Comment vas-tu ? Qu'est-ce-que tu vas faire samedi ? Qu'est-ce que tu veux/vous voulez manger/boire ?</p>	<p>They revisit language from year 3 to 6 in different contexts. First, they revise how to say where they are going and what they are going to do. They present this orally.</p> <p>Secondly, they revise how to describe someone (appearance, age, personality, clothes) and use this to write a description.</p> <p>Thirdly, they revise how to share their opinions of food and clothes writing a paragraph.</p> <p>Set up a fun French café day ordering, paying for and tasting real French food.</p>	<i>A labelled description of an invented character with a speech bubble attached outlining the character's likes and dislikes re food and clothes.</i>