The Piggott School: Charvil Primary

'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

**Curriculum Map: French Year 6**

| | Autumn<br>Phonetics 4<br>Home | Spring<br>What is the weather? | Summer<br>Clothes |
|---|---|---|---|
| **Content**<br>Declarative knowledge<br>'I Know' | **Phonics Sounds**<br>• Qu, gne, ç, en, an<br>• e (apartement), eau (bureau), silent letters<br>**Vocabulary**<br>• Nouns and determiners for house and apartment<br>• Nouns and determiners for rooms of the house<br>• Key linguistic structures: chez moi, il y a… chez moi, il n'y a pas de…<br>**Grammar**<br>• Fully understand the role of gender in the choice of determiners: un salon, une cuisine<br>• Understand better how to use the negative in French: chez moi, il y a un salon. Chez moi, il n'y a pas de salon, j'habite | **Phonics Sounds**<br>e (le, de), eau (beau), silent letters<br>**Vocabulary**<br>• 9 common weather expressions<br>• Key question: quell temps fait-il aujourd'hui?<br>• Compass points: le nord, le sud, l'ouest, l'est<br>**Grammar**<br>• Understand better the use of the verb 'faire' (to do) and 'il y a' in set weather phrases: il fait chaud, il y a du soleil | **Phonics Sounds**<br>É (écharpe), e (chemise), eau (manteau), silent letters<br>**Vocabulary**<br>- 21 items of clothing and their determiners<br>- A new verb: porter to wear je porte I wear<br>- Words for the possessive 'my' in French: mon, ma, mes<br>**Grammar**<br>- Understand the role of gender in the choice of possessives: mon pull, ma jupe, mes gants<br>- Understand adjectival agreement eg ma jupe verte<br>- 1st person conjugation of high frequency verbs: je porte |
| **Skills**<br>Procedural Knowledge<br>'I know how to' | **Listening:** listen the longer tax and more authentic language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that is not being taught or covered<br>**Speaking:** learn to recall previously learn language and recycle it with new language with increased speed and spontaneity. Engaging short conversations topics, responding with opinions and justifications where appropriate<br>**Reading:** be able to tackle unknown language with increased accuracy by applying knowledge learned from Phonics Lessons 1-4 including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries<br>**Writing:** write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives eg a presentation or description of a typical school day including subjects, time and opinions | | |

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| | Grammar: consolidate our understanding of gender and nouns, use of the adjective, adjectival agreement and possessive adjectives eg which subject I like it's good also which subjects I do not like. Become familiar with a wide range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular eg to go, to do, to have and to be | | |
|---|---|---|---|
| Key Questions | How can I use my French skills to describe my house? | How can I use my new knowledge to present a weather forecast in French? | How can I use all me new knowledge in French to describe what I am packing in my suitcase for a holiday. |
| Assessment | End of unit self-assessments provided by Language Angels | | |
| Cross curricular links/Character Education | *Resilience, independence, learning how to learn, revise, fail and improve<br>*Curiosity and openness towards French and francophone cultures<br>*Understanding of the differences in the structure of French and English (eg feminine/plural agreements, word order)<br>*Awareness of links and interconnection between different languages<br>*Diversity – units celebrate and represent a range of cultural backgrounds<br>*Spirituality – understanding how you as an individual connect with the wider world | | |