

Year 5/6 Curriculum
Medium Term Plan

Year 5/6 - Cycle A				
Topic		Lesson Focus	Key Knowledge	Vocabulary
All about me	1	Ask and answer questions about ourselves	To ask personal questions that they have already used and answer these	Comment t'appelles-tu? (What's your name) Quel âge as-tu? (How old are you?) Où habites-tu? (Where do you live?) As-tu des frères ou des soeurs? (Do you have brothers or sisters?) As-tu un animal? (Do you have a pet?)
	2	Ask and answer further questions about ourselves	To know how to say their name, where they live, if they have brothers or sisters and pets To interact in role plays To understand when it is suitable to adapt language when asking and answering questions, e.g. using Et toi? (and you?) instead of repeating questions	Je m'appelle..., J'ai ...ans, (My name is..., I am... years old) J'habite à..., (I live in...,) Oui, j'ai..... frère(s)/ soeur(s) (Yes, I have brother(s)/sister(s)) Non, je n'ai pas des frères ou des soeurs, (No, I don't have brothers or sisters), Oui, j'ai un/une....., (Yes, I have a ...), Non, je n'ai pas d'animal (No, I don't have a pet)
	3	Extend sentences with further information	To know how to say what someone else is called and how old they are (third person)	Oui, j'ai un soeur, elle s'appelle..., elle a... an(s) (Yes, I have a sister, she is called..., she is... year(s) old)
	4	Apply knowledge of numbers	To extend knowledge of numbers to 40 and listen and understand numbers that are read to them. To understand misconceptions, e.g. vingt-et-un, trente-et-un, quarante-et-un (21, 31, 41), but vingt-deux, vingt-trois etc. (22, 23)	zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix (0-10)

Year 5/6 Curriculum
Medium Term Plan

				<p>Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt (11-20) vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente (21-30), trente-et-un, trente-deux, trente-trois, trente-quatre, trente-cinq, trent-six, trent-sept, trent-huit, trent-neuf, quarante (30-40)</p>
5	Revisit days of the week and apply this knowledge when reading a text	To revisit days of the week and read and understand these To be introduced to months of the year, order these and recognise these when read and link to the English translation		<p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche (Monday-Sunday)</p> <p>les mois – the months, Aujourd’hui c’est/ Aujourd’hui nous sommes le... (Today it is ...)</p> <p>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre (January – December)</p>

Year 5/6 Curriculum
Medium Term Plan

	6	Say the date and recognise this when reading	To read and understand days of the week and months in order to complete a puzzle To say the day and date – Aujourd’hui c’est lundi 19 avril/ Aujourd’hui nous sommes le lundi 19 avril (Today it is Monday 19 th April) and understand that days and months do not have capital letters in French	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche (Monday-Sunday) les mois – the months, Aujourd’hui c’est .../ Aujourd’hui nous sommes le... (Today it is ...) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre (January – December)
Sports - Hobby	1	Say what sports I play	To revisit sport vocabulary and use this to say what sports they play - To understand how to build sentences using correct grammatical forms e.g. Je joue.... (I play), e.g. Je joue au football (le = au) or Je fais... (I do...), e.g. Je fais de la danse (I do dancing), Je fais du vélo (I go cycling) (la = de la, le = du)	le tennis (tennis), le basket (basketball), l’équitation (f) (horseriding), la natation (swimming), le ski (skiing), le football (football), la danse (dancing), la gymnastique (gymnastic), le golf (golf), le judo (judo), le rugby (rugby), le hockey (hockey), le vélo (cycling), la voile (sailing), Je joue... (I play...), Je fais... (I do/go)
	2	Create a sporting diary	To apply knowledge of days and hobbies to create a sporting diary and extend this to write sentences to describe what they do, e.g. Le(s)	Je joue au football (I play football), Je joue au tennis (I

Year 5/6 Curriculum
Medium Term Plan

		<p>lundi(s) je joue au football, le(s) mardi(s) je fais de la natation (Mondays I play football, Tuesdays I go swimming) To answer questions that might be asked, e.g. Qu'est-ce que tu fais le(s) lundi(s)? (What do you do on Mondays?)</p>	<p>play tennis), Je joue au cricket (I play cricket), Je joue au rugby (I play rugby), Je fais du skate (I go skateboarding), Je fais du vélo (go cycling), Je fais de la danse (I do dancing), Je fais de la natation, (I go swimming), Je fais de la voile (I go sailing) Qu'est-ce que tu fais le(s) lundi(s)? (What do you do on Mondays?)</p>
3	<p>Research a sporting personality and present information about them</p>	<p>To research a famous French sports personality. To create short sentences to describe this person, e.g. name, age, which sport they play etc.)</p>	<p>Il/Elle s'appelle..., Il/Elle a ... ans, Il/Elle habite à..., Il/Elle joue/fais... (He/She is called..., He/She is ... years old, He/She lives in..., He/She plays/does...)</p>
4	<p>Pronunciation of alphabet and recognising words spelt to them</p>	<p>To become familiar with the alphabet and pronunciation of this and to recognise these letters in words that are spelt for them</p>	
5	<p>Understand cultural differences between France and the UK</p>	<p>To develop cultural understanding by listening to a podcast about Christmas in France including information about traditions, food and the giving of gifts. To understand similarities and differences between French and English traditions and present this</p>	
6	<p>Read and understand a text written in French</p>	<p>To use dictionaries to identify words in a short reading text linked to Christmas that contains familiar words (e.g. colours and numbers) and unfamiliar words. To use this knowledge to understand the text and complete an activity linked to this.</p>	<p>un sapin de Noël (a Christmas tree), une boule de Noël (a bauble), une cloche (a bell), un ange (an angel), une étoile</p>

Year 5/6 Curriculum
Medium Term Plan

				(a star), des guirlandes (tinsel), un noeud (a bow), une etiquette (a label)
Where in the world?	1	Learn the story of the Epiphany	To read and understand a short text about the events of the Epiphany, using key words given to them To read and answer simple questions about Epiphany and identify the correct answer from what they have read	l'épiphanie (Epiphany), le beouf (ox), le mouton (sheep), l'âne (m) (donkey), les rois mages (the three kings), le bébé (baby), l'étoile (star), le ciel (sky), les bergers (shepherds), les cadeaux (gifts), la myrrhe (myrrh), l'or (m)(gold), l'encens (m)(incense), la galette des rois ('king cake'), une fève (broad bean), le roi (King), la reine (Queen), pauvre (poor)
	2	Identify places around town	To use a dictionary to find the meaning of unfamiliar words	le magasin (shop), le passage pour piétons (pedestrian crossing), la poste (post office), l'église (f) (church), la rivière (river), l'hôpital (m)(hospital), le parc (park) dix, vingt, trente, quarante, cinquante, soixante (ten, twenty, thirty, forty, fifty, sixty)
	3	Use coordinates for position	To use letters of the alphabet and multiples of 10 to understand coordinates	Il y a un magasin dans la case A,30, vrai ou faux? (There is a

Year 5/6 Curriculum
Medium Term Plan

			To use the sentence Il y a... (There is a ...) correctly, ensuring grammar is correct, le = un, la = une, l' can be masculine or feminine	shop in square A, 30, true or false?) vrai/faux (true/false) Il y a un/une (There is a ...)
	4	Read and understand a text about a journey and give directions	To read a short text using familiar and new vocabulary and show understanding by sequencing the order of the places visited - To use simple instructions to guide someone from point A to point B, e.g. tournez à gauche et tu avances de deux pas (turn left and move forward 2 steps)	tournez à gauche (turn left), tournez à droite (turn right), continuez tout droit (continue straight on), traversez la rue (cross the road), devant (in front of), répétez s'il vous plaît (repeat please), avancer (step forward) Quand je vais à l'école... (When I go to school...)
	5	Research facts about French speaking countries	To further develop cultural understanding of French speaking countries (les pays francophones) worldwide by researching key facts about them	
	6	Write simple sentences about French speaking countries	To write simple sentences using a scaffold to give facts about the countries they have researched	La population compte autour de ...d'habitants. (The population is....) La capitale est la ville de ... (The capital city is...)
Travel and Transport	1	Use a dictionary to find vocabulary to label a compass	To use dictionaries to translate compass points from English to French and to use this knowledge to complete them on the compass	l'est (east), le nord (north), le nord-est (north-east), le nord-ouest (north-west), l'ouest (west), le sud (south), le sud-est (south-east), le sud-ouest (south-west)

Year 5/6 Curriculum
Medium Term Plan

	2	Use compass points to plot places on a map	To listen to and understand compass points and plot towns on a map of France e.g. Amiens est dans le nord de la France (Amiens is in the north of France)	l'est (east), le nord (north), le nord-est (north-east), le nord-ouest (north-west) , l'ouest (west), le sud (south), le sud-est (south-east), le sud-ouest (south-west)
	3	Describe the location of towns in the UK	To write sentences to describe the location of towns in the UK, e.g. York is the north of England (York est dans le nord de l'Angleterre)	
	4	Read and understand transport vocabulary	To read and understand familiar transport vocabulary and match words to their English definition	la voiture (car), l'autobus (m)(bus), le vélo (bike), à pied (on foot), à cheval (m) (on horseback), le train (train), le camion (lorry), l'hélicoptère (m) (helicopter), l'avion (m) (plane), la trottinette (scooter), le taxi (taxi), la moto (motorbike), les transports (transport), en (by), à (on),
	5	Say how I travel to places using the correct grammatical structure	To use sentence prompts to build a sentence using pronoun + verb + place + mode of transport. To use the sentence prompts to write a sentence combining all parts correctly, e.g. Je vais au cinéma en autobus (I go to the cinema by bus)	je vais (I go), tu vas (you go), il vas (he goes), elle va (she goes), vous allez (you go – polite), vous allez (you go - plural), nous allons (we go), ils/elles vont (m/f, ils = mixed, they go – plural) au café (to the café), au supermarché (to the supermarket), au cinéma (to the cinema), au parc (to the

Year 5/6 Curriculum
Medium Term Plan

				park), au théâtre (to the theatre), à la rivière (to the river), au magasin (to the shop), à l'école (to school), à l'église (to the church), au musée (to the museum), à la boulangerie (to the bakery), à la piscine (to the swimming pool), à la gare (to the train station), à la pâtisserie (to the cake shop), à la mosquée (to the mosque), au marché (to the market)
	6	Use a dictionary to understand a short text and answer questions about this.	To use a dictionary to increase understanding of a short Easter text and use this understanding to answer simple questions about what has been read.	
School	1	Make comparisons between the school system in UK and France	To know children don't wear uniforms in France and start school at a different age To identify further similarities and differences	
	2	Use simple phrases to ask and answer questions about school	To use new vocabulary in simple exchanges, (Where is the classroom?) and recognise key words in the sentence to answer, e.g. Voici la salle de classe (Here is the classroom)	Où est le/la/l'...? (Where is the...?) Voici... (Here is...), la cour de récréation (playground), les toilettes (toilets), le parking (car park), la grande salle (hall), la bibliothèque (library), la cantine (canteen), l'entrée

Year 5/6 Curriculum
Medium Term Plan

			(entrance) (f), le terrain de sport (sports field)
3	Describe our school	To use simple descriptive sentences to describe our school	Voici notre école (Here is our school), Notre école a ... (Our school has...), Il y a douze salles de classe, une grande salle et deux cours de récréation (There are 12 classrooms, one hall and 2 playgrounds)
4	Say if I like or dislike something	To express opinions on school subjects, J'aime le français (I like French), Je n'aime pas la géographie (I don't like Geography) and use further phrases – J'adore (I love...), Je déteste (I hate...) and to write these in sentences	J'aime..., Je n'aime pas... (I like/dislike...), J'adore... (I love...), Je déteste... (I hate...) le français (French), l'art (m)(art), la géographie (la géo) (geography), l'anglais (English), l'éducation physique (l'E.P.S.) (f) (PE), l'informatique (f) (computer science), les mathématiques (Maths), la musique (Music), l'histoire (History) (f), les sciences (Science)

Year 5/6 Curriculum
Medium Term Plan

	5	Give opinions about which subjects we like	To respond to the question Quelle matière préfères-tu?	Quelle matière préfères-tu? (Which subject do you prefer?) J'aime mieux... (I like... better) Ma matière préférée est... (My favourite subject is...)
	6	To give reason for liking/disliking something	To expand opinions by giving reasons for liking/not liking something by using the conjunctions To apply the rules for adjectives that go after a noun and agree with the subject, e.g. J'aime l'art parce que c'est créatif (I like drawing because it's creative), Je n'aime pas l'histoire parce que c'est ennuyeuse (I don't like History because it's boring)	J'aime..., Je n'aime pas... (I like/dislike...), J'adore... (I love...), Je déteste... (I hate...) parce que... (because) utile (useful), ennuyeux/ennuyeuse (boring (m/f), nul/nulle (useless) (m/f), créatif/créative (creative), actif/active (active) (m/f), amusant/amusante (funny)(m/f), difficile (difficult), fatigant/fatigante (tiring) (m/f), facile (easy), compliqué/compliquée (complicated) (m/f)
Clothing	1	Read and identify colours	To read colour adjectives and understand them by matching to the correct colour card	les vêtements (clothes), un manteau (coat), un pull (jumper), une jupe (skirt), une chemise (shirt), blanc/blanche (white), violet/violette (purple), noir/noire (black), gris/grise (grey), bleu/bleue (blue), vert/verte (green), orange (orange), rouge (red),

Year 5/6 Curriculum
Medium Term Plan

Tour de France				rose (pink), marron (brown), jaune (yellow), foncé (dark), clair (light)
	2	Apply rules for using colour adjectives	To understand that some nouns are masculine, e.g. le manteau = un manteau (coat) and some nouns are feminine, e.g. le jupe = une jupe (skirt) To apply rules for adjectives that follow the nouns, e.g. colour adjectives, le manteau blanc (the white coat), la jupe blanche (the white skirt)	Il/Elle porte ... (He/She is wearing...)
	3	Expand adjectives to describe colour	To understand that the colour can be described as dark (foncé) or light (clair) and apply these words in a descriptive sentence, but that the adjective does not change. To understand that the order differs from the English sentence structure, e.g. le manteau bleu foncé (the dark blue coat), la jupe vert clair (the light green coat)	See above
	4	Write sentence to describe a person's clothing	To write descriptive sentences to describe a person's clothing ensuring adjectives agree if necessary, e.g. Elle porte une jupe verte et un pull bleu clair (She is wearing a green skirt and a light blue jumper)	See above
	5	Design a Tour de France jersey	To develop cultural understanding of the importance of the Tour de France as a sporting event by reading information about this and presenting this information To design a jersey for the Tour de France and to describe this using vocabulary and structures learnt during the clothing unit.	le maillot (jersey), la conception (design)
	6	Present a jersey design and give opinions about other people's designs	To present the jersey to a small group using accurate pronunciation, e.g. Voici ma nouvelle conception (This is my new design.) C'est le maillot..... (It's the ... jersey) and to understand that nouveau/nouvelle comes before the noun not after. To give opinions on a jersey design, e.g. J'aime la conception parce que c'est très créative (I like the design because it is very creative)	

Year 5/6 Curriculum
Medium Term Plan