

French Curriculum – 2 Year Cycle

Years 5/6



Implementation

Foreign Languages is taught through the 'Threshold Concepts' of listening and speaking, reading and writing, stories, songs, poems and rhymes and grammar. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise purposeful experiences through visits, visitors and international links and a range of teaching styles in order to develop their understanding of languages so that it is in their long-term memory.

Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination about the world and its people. Teaching will equip children with knowledge about another language enabling them to communicate in speech and writing. Through the continued development of oracy skills, we will expand pupil's ability to converse in another language which will deepen as they progress through KS2. Through our languages curriculum, we intend to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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All Units are found on Language Angels

Essential – there must be one piece of written work in cross curricular books per unit

Year Group	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5/6	A	Unit: Presenting Myself <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: The Date <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: In the Classroom <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: My Family <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: My Home <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: Clothes <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>
	B	Unit: Presenting Myself <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: Do you have a Pet? <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: What is the Weather? <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i> <i>Understand the culture of France</i>	Unit: At the Tea-Room <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i> <i>Understand the culture of France</i>	Unit: Olympics <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>	Unit: Goldilocks and the Three Bears <i>Read Fluently</i> <i>Write imaginatively</i> <i>Speak confidently</i>

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Years 5/6 Teaching Sequence for Science (Milestone 3) CYCLE A			
	AUTUMN	SPRING	SUMMER
1	Presenting Myself – Lesson 1/2 Basic greetings / Ask 'what is your name?'	In the Classroom – Lesson 1/2 Say and spell 12 items in classroom	My Home – Lesson 1/2 What type of building they live in and where / recognise, say and spell 5 different rooms
2	Retrieval	Retrieval	Retrieval
3	Presenting Myself – Lesson 3/4 Numbers 1 – 20 / how to say their age	In the Classroom – Lesson 3/4 What is in your pencil case? / Possessive adjectives	My Home – Lesson 3/4 Recognise, say and spell 5 more rooms / negative statements – which rooms they don't have
4	Retrieval	Retrieval	Retrieval
5	Presenting Myself – Lesson 5/6 Where do you live? / Consolidation	In the Classroom – Lesson 5/6 Negative structures – what they don't have in their pencil case / Consolidation	My Home – Lesson 5/6 Putting language into context and creating description of house / Consolidation
6	Retrieval	Retrieval	Retrieval
7	The Date – Lesson 1/2 Say and spell 7 days / 12 months	My Family – Lesson 1/2 Say and spell different family members / Possessive adjectives of family members	Clothes – Lesson 1/2 Say and spell 21 different types of clothing including determiners
8	Retrieval	Retrieval	Retrieval
9	The Date – Lesson 3/4 Recall and spell numbers 1 – 31 / saying the date	My Family – Lesson 3/4 Do you have siblings? / I am called, He/She is called	Clothes – Lesson 3/4 Structure sentences beginning 'I wear' / Describe different items
10	Retrieval	Retrieval	Retrieval
11	The Date – Lesson 5/6 Saying the date and their birthday / Consolidation	My Family – Lesson 5/6 Numbers 1 – 70 to say how old family members are / Consolidation	Clothes – Lesson 5/6 Packing a suitcase / Consolidation
12	POP Task	POP Task	POP Task
** Each unit must have one piece of written work in books**			

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Years 5/6 Teaching Sequence for Science (Milestone 3) CYCLE B			
	AUTUMN	SPRING	SUMMER
1	Presenting Myself – Lesson 1/2 Basic greetings / Ask 'what is your name?'	What is the Weather – Lesson 1/2 Say and spell 9 different phrases describing the weather	Olympics – Lesson 3/4 Say and spell 10 different sports in the Olympics / 'I do'
2	Retrieval	Retrieval	Retrieval
3	Presenting Myself – Lesson 3/4 Numbers 1 – 20 / how to say their age	What is the Weather – Lesson 3/4 Reading and listening task / How to read a weather map	Goldilocks and the Three Bears – Lesson 1 Read the story in French
4	Retrieval	Retrieval	Retrieval
5	Presenting Myself – Lesson 5/6 Where do you live? / Consolidation	What is the Weather – Lesson 5/6 Be a French Weather presenter / Consolidation	Goldilocks and the Three Bears – Lesson 2/3 Read the story in French – explore more vocabulary / use phrase cards
6	Retrieval	Retrieval	Retrieval
7	Do you have a Pet? – Lesson 1/2 Say and spell 8 common pets / Create verbal sentence with 'I have'	At the Tea-Room – Lesson 1/2 Say and spell 11 masculine nouns for food and drink / 9 feminine nouns	Goldilocks and the Three Bears – Lesson 4 Explore and consolidate vocabulary with view to writing own
8	Retrieval	Retrieval	Retrieval
9	Do you have a Pet? – Lesson 3/4 'Who is called' / Negative structures to say if they don't have a pet	At the Tea-Room – Lesson 3/4 Ordering food and drink / How to ask for the bill	Goldilocks and the Three Bears – Lesson 5 Continue to review and write own story
10	Retrieval	Retrieval	Retrieval
11	Do you have a Pet? – Lesson 5/6 Use of 'but' to make sentences more interesting / Consolidation	At the Tea-Room – Lesson 5/6 French currency / Consolidation	Goldilocks and the Three Bears – Lesson 4 Explore and consolidate own story as end of unit assessment
12	POP Task	POP Task	POP Task
** Each unit must have at least one piece of written work in books**			