

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p><b>Revision from year 3/ my playtime games</b></p> <p>What I already know about France and French people            Previous learning from year 3 (Introduce myself, talk about my birthday and how old I am, how many bro and sis I have, my eyes and hair colour and where I live)            What games they like to play in school and in their free time.            How do we play a game? Know the concept of instructions and use of imperative (Simon says...)</p>	<p>To create a mind map to recap on previous knowledge            To name some playtime games and activities            To learn a famous song (used in many countries as a nursery song/ game)            To be able to play Simon says in French, and write a list of instructions for a game            To design a playground and label in French            To learn about use of prepositions with different gender (jouer a...)</p>	<p><b>Build upon:</b> personal knowledge learnt from personal experience            Topics learnt in year 3            Use of imperative and instructions (yr3 spring – recipe work)</p> <p><b>Prepare for:</b> different accommodations (yr 4-summer- my town)            Revision of dates and birthday (yr 5- seasons)</p>
Autumn 2	<p><b>All about playtime</b></p> <p>Understand and use the verb “jouer”            Use different opinions with sports and games            Ability to follow instructions and work as a team</p>	<p>To be able to name some hobbies and pastimes            To write some complex sentences about what I like/ dislike and give reason            To play a famous French game as a team</p>	<p><b>Build upon:</b>            Opinions (yr 2 -spring/ yr 3 – autumn)            Personal experience of games and free time activities            Numbers to 31 (yr 2)</p> <p><b>Prepare for:</b> use of verbs with JE/ actions from everyday life (yr 6- actions)            Hobbies and activities I do at home (yr 5 – spring topic)</p>
Spring 1	<p><b>My body and my health</b></p> <p>Name some body parts learnt previously            Colours and numbers            Recognize famous song with body parts            Discussion and role play at a GP (greetings/ Q&amp;A on health and meds)            Know the link between health issues and remedies</p>	<p>To name some body parts and sing along/ act a famous song (head-shoulders- knees- toes)            To understand a monster description in order to draw it            To understand the grammar concept of gender word agreements (adjectives/ nouns)            To name and understand what actions are linked to body parts            To be able to perform a role play at the GP using prompts            To learn the use of “j’ai mal + prepositions</p>	<p><b>Build upon:</b> body parts and monsters (yr 2)            Colours and numbers (year 2)            Use of prepositions “A” with different genders of words (yr4- autumn 1)            Simon says and body parts (yr3-summer)</p> <p><b>Prepare for:</b> actions with “JE” (yr6 - autumn)</p>
	<p><b>All about me</b></p>	<p>To be able to say what I look like physically (eyes and hair)</p>	<p><b>Build upon:</b> eyes and hair description (year 3)            Clothes and uniform (yr2- summer)</p>

Spring 2	Use knowledge of hair/ eyes and adjectives learnt in yr 3 Knowledge of colours Agreement of adjectives with different genders	To be able to understand someone description using he- she pronouns To name clothes and describe a uniform To correctly use the grammar agreement of colours with plural, masculine and feminine words	Colours and gender agreement (yr 2- spring)  <b>Prepare for:</b> present myself in details (yr7 revision) Use of he and she (yr 6)
Summer 1	<b>All about my city</b>  Where do you live? What do you see around you? Use of imperative verbs (when giving directions) How to read a map and understand positions of places Going shopping and using money (what currency is used in France?) Numbers	To be able to name many places in town, as well as shops To be able to design and label a city To be able to give directions and understand statements on positions of places (using prepositions) To understand a song about shopping and asking for prices	<b>Build upon:</b> accommodations and use of “J’habite” (yr 3- summer) Use of imperative for instructions (yr 3- spring/ yr4- autumn) Numbers (yr 2)  <b>Prepare for:</b> topic of holiday and places to visit (yr5- holidays)
Summer 2	<b>All about sports and what I like to play</b>  Understand and use jouer/ faire and prepositions Opinions to use with sports and reasons Describing the look of a football stadium or tennis court and what they have in common (referee/ spectators/players/ ball...)	To name some sports and understand which can be played and which can be done To express opinions on sports and give reasons in complex sentences To describe a stadium/ court and design what you see and label	<b>Build upon:</b> use of jouer and faire (yr 4- autumn) Opinions (yr2/ yr3) Reasons (yr4- autumn)  <b>Prepare for:</b> use of play and do with hobbies (yr 5- spring)