



## Crofton Junior School - Modern Foreign Languages

### Curriculum Knowledge Organiser - Year 6



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Overview of Unit of Work</u></b></p> <p>Pupils will learn classroom items through a range of games to aid accurate pronunciation. They will revisit the formation of negative sentences and apply this to new vocabulary to state which classroom items they do and do not have.</p> <p>Pupils will revise classroom commands, stating the date, weather and classroom items before producing a classroom sketch for their peers. Pupils will read and deduce meaning from a non-fiction text about food using some familiar words and a bilingual dictionary where necessary. Pupils will discuss the similarities and differences between school life in France and England. They will learn vocabulary for school uniform and recall opinions and the position and agreement of adjectives to understand a spoken passage and to write a short paragraph about their school uniform. Focus will be placed on the changes in spelling that occur dependent on the gender of the nouns used.</p>	<p>Pupils will learn classroom items through a range of games to aid accurate pronunciation. They will revisit the formation of negative sentences and apply this to new vocabulary to state which classroom items they do and do not have.</p> <p>Pupils will revise classroom commands, stating the date, weather and classroom items before producing a classroom sketch for their peers. Pupils will read and deduce meaning from a non-fiction text about food using some familiar words and a bilingual dictionary where necessary. Pupils will discuss the similarities and differences between school life in France and England. They will learn vocabulary for school uniform and recall opinions and the position and agreement of adjectives to understand a spoken passage and to write a short paragraph about their school uniform. Focus will be placed on the changes in spelling that occur dependent on the gender of the nouns used.</p>	<p>Pupils will play traditional French games to recall vocabulary associated with family members and pets before completing a reading task. They will listen to a recording of a traditional fairytale in French and they will show their understanding through games and discussions. Pupils will study the famous poem 'Chanson pour les enfants l'hiver' by Jacques Prévert where they will discuss familiar vocabulary and the position of adjectives in relation to the nouns they describe. They will use a bilingual dictionary to translate a verse into English and practise reading sections aloud using accurate pronunciation. Pupils will learn and practise Christmas songs where they will be reminded that adjectives agree in gender and number with the nouns they describe. They will practise and perform a Christmas sketch where they will focus on accurate pronunciation and good intonation.</p>	<p>Pupils will discuss similarities and differences with housing in England and France and they will use 'J'habite' to state where they live. They will play a range of games to learn rooms in a house and use the phrase 'il y a' to form sentences. Pupils will spend time learning the alphabet in French to support their pronunciation of key sounds. They will revisit the position and agreement of adjectives when extending their adjective vocabulary to write a description of an ideal home using familiar conjunctions to extend their sentences further. Pupils will listen to a recording of a French person describing their house and they will show their understanding by drawing and labeling a floor plan of the house. Pupils will use skimming and scanning techniques to identify different text types from authentic written extracts: letter, recipe, weather report and joke. They will use familiar phrases to deduce the meaning of the texts.</p>	<p>Pupils will revisit vocabulary relating to houses by identifying key information from a house advert. Pupils will work in groups to write, prepare and perform a house advertisement for a radio broadcast focusing on accurate pronunciation and good intonation. Pupils will investigate the use of abbreviations in bilingual dictionaries to indicate word classes and the gender of nouns. Pupils will explore and appreciate the famous French poem 'Liberté' by Paul Eluard where they will identify the key features/structure of the poem and the author's intent. They will use a bilingual dictionary to support their understanding of the poem and they will write additional verses for the poem. Pupils will take part in an interview with their peers where they will ask and answer familiar with: What is your name? How old are you? How are you? What is your favourite colour? Where do you live? Do you have any siblings? They will sustain a conversation for as long as possible using stalling strategies where necessary.</p>	<p>Pupils will take part in an extended project over the summer term where they will plan a holiday to a French speaking country: France, Martinique or Québec - a French-speaking province in Canada. Pupils will select a country of their choice and research the climate at different times of year in order to choose appropriate holiday dates. They will use the immediate future tense to write sentences stating where they will go and what date they will travel - referring to their knowledge of numbers/dates. Pupils will research accommodation options in their chosen location and they will adapt a model to write a short letter to book the accommodation in French. They will use the familiar phrase 'Je voudrais' to state their wishes. Pupils will recall their knowledge of transport vocabulary to plan how to travel to their holiday destination after researching travel options e.g. times/airports/ports etc. Pupils will use a bilingual dictionary throughout the sessions to enrich their sentences.</p>	<p>Pupils will continue their extended project - to plan a holiday to a French speaking country: France, Martinique or Québec - a French-speaking province in Canada. Pupils will research typical food/dishes and eating habits in the country that they plan to visit on their holiday. They will state which food they would like to try and they will use conjunctions to extend their sentences. Pupils will recall the immediate future tense when writing their sentences. Pupils will participate in a range of games to learn vocabulary associated with tourist attractions/places of interest. They will study a programme of activities, focusing on tourist attractions, the use of adverbials and conjunctions. Pupils will research places of interest in the country that they plan to visit before using the model to devise a programme of activities for the holiday, extending sentences using time phrases and conjunctions. Pupils will have the opportunity to express their holiday plans in their chosen way before presenting this to the class.</p>
<p><b><u>New Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>-Classroom commands</li> <li>-Classroom items</li> <li>-As tu...? = Do you have?</li> <li>-School uniform clothing</li> <li>-Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Family members</li> <li>-Il/Elle est = he/she is</li> <li>-Quantifiers</li> <li>-Adjectives to describe people</li> <li>-Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>-Rooms in a house</li> <li>-Voici = here is</li> <li>-Il y a = there is/are</li> <li>-Adjectives</li> <li>-Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>-Sur = on</li> <li>-Sous = under</li> <li>-Stalling strategies</li> </ul>	<ul style="list-style-type: none"> <li>-On va = we are going</li> <li>-Aller = to go</li> <li>-Partir = to leave</li> <li>-Rester = to stay</li> <li>-Prendre = to take</li> <li>-Accommodation</li> <li>-Transportation</li> </ul>	<ul style="list-style-type: none"> <li>-On va = we are going</li> <li>-Manger = to eat</li> <li>-Visiter = to visit</li> <li>-Regarder = to watch</li> <li>-Tourist attractions</li> <li>-D'abord = first of all</li> <li>-Plus tard = later on</li> </ul>

<p><b><u>Sticky Knowledge</u></b></p>	<p>Negative sentences often contain 'n(e)' and 'pas' around the verb. If the verb starts with a vowel, remove the 'e' from 'ne' and shorten this to 'n' ' eg. 'je n'ai pas' and 'je n'aime pas'. Most adjectives follow the nouns but petit(e) and grand(e) precede the noun. Every noun has a gender in French and adjectives must agree in gender and number with the noun they describe. Adjectives change their spelling according to the gender of the noun they describe.</p>	<p>Adjectives agree in gender and number with the noun they describe. Adjectives change their spelling to agree with the noun they describe. When this is the case, pronunciation is altered. Most adjectives follow the nouns but petit(e) and grand(e) precede the noun.</p>	<p>A grave and acute accent alters the sound of the letter e. Acute (é) accents make the same sound as the letter 'a' in English (café). Grave (è) accents make the same phonetic sound as 'e' in English (père). Most adjectives follow the nouns but petit(e), grand(e) and joli(e) precede the noun. Adjectives may change spellings depending on the gender of the nouns they describe. When describing a feminine room, add an 'e' to the adjectives. If they already end in 'e', they remain the same and no additional 'e' is needed.</p>	<p>Abbreviations indicate word classes and the gender of nouns within a bilingual dictionary. Nm = noun (masculine) Nf = noun (feminine) Vt = verb Adj = adjective Prep = preposition When asking a question in French, lift your voice at the end. Stalling strategies are effective to give you 'thinking time' during conversations.</p>	<p>French is spoken across the world and not just in France. Feminine countries use 'en' and masculine countries use 'au'. en + country (feminine) au + country (masculine) When using the immediate future tense, on va must be used with verbs in their infinitive form.</p>	<p>When using the immediate future tense, on va must be used with verbs in their infinitive form.</p>
<p><b><u>Prior learning and Vocabulary</u></b></p>	<p>Year 4 Summer 2 - Pupils were introduced to clothing vocabulary. Year 5 Autumn 2 - Pupils recalled their knowledge of adjectives to write sentences about the high street. Year 5 Spring 1 - Pupils used a bilingual dictionary to check the spelling of words. Year 5 Spring 2 - Pupils recalled the formation of negative sentences when giving their opinion of foods. Year 5 Summer 1 - Pupils recalled days, months and numbers before extending to state the date. They used familiar phrases to state the weather.</p>	<p>Year 4 Spring 2 - Pupils were introduced to pets. Year 5 Autumn 2 - Pupils recalled family members when describing 'petit Thomas'. Year 5 Summer 1 - Pupils were introduced to French literature as they studied the well-known French poem - Déjeuner du Matin by Jacques Prévert. Year 6 Autumn 1 - Pupils used a bilingual dictionary and recalled their knowledge of adjectives.</p>	<p>Year 5 Autumn 1 - Pupils were introduced to the phrase 'il y a = there is/are'. Year 5 Summer 2 - Pupils used 'J'habite' to state where they lived. Year 6 Autumn 2 - Pupils revisited the position and agreement of adjectives.</p>	<p>Year 5 Autumn 2 - Pupils recalled how to state names, ages and family members when describing 'petit Thomas'. Year 6 Autumn 2 - Pupils used a bilingual dictionary to translate a verse from a poem into English. Year 6 Spring 1 - Pupils were introduced to vocabulary relating to houses and where they live.</p>	<p>Year 4 Summer 2 - Pupils were introduced to means of transportation when planning a journey to a French city. Year 5 Spring 2 - Pupils were introduced to the phrase 'Je voudrais' when partaking in a breakfast role-play. Year 5 Summer 2 - Pupils were introduced to the concept of masculine and feminine countries when stating where they live. Year 6 Autumn 1 - Pupils recalled their knowledge of days, months and numbers to state the date in a classroom sketch. Year 6 Spring 2 - Pupils explored the use of abbreviations in bilingual dictionaries.</p>	<p>Year 4 Summer 2 - Pupils were introduced to transportation. Year 6 Spring 1 - Pupils used the conjunctions 'et' and 'aussi' when describing their ideal home. Year 6 Summer 1 - Pupils used the immediate future tense in the form 'On va + infinitive verb'.</p>
<p><b><u>Post Learning</u></b></p>	<p>Year 6 Autumn 2 - Pupils will continue to develop their skills using a bilingual dictionary and they will recall the position and agreement of adjectives. Year 6 Summer 1 - Pupils will state the date when planning a holiday to a French speaking country.</p>	<p>Year 6 Spring 1 - Pupils will revisit the position and agreement of adjectives. Year 6 Spring 2 - Pupils will use a bilingual dictionary to explore the use of abbreviations.</p>	<p>Year 6 Spring 2 - Pupils will revisit vocabulary relating to houses and where they live. Year 6 Summer 2 - Pupils will use conjunctions to extend their sentences and link ideas.</p>	<p>Year 6 Summer 1 - Pupils will use a bilingual dictionary to identify the meaning of unfamiliar words during their holiday planning project.</p>	<p>Year 6 Summer 2 - Pupils will revisit the immediate future tense in the form 'On va + infinitive verb'.</p>	<p>Pupils will continue their language learning in Key Stage 3.</p>