



We use the Wakefield MFL scheme and the supporting materials provided for this.

Substantive Concepts (THE WHAT)

Appreciation of French society and culture

Disciplinary Concepts (THE HOW)

All supporting materials found under Curriculum (Wakefield's MFL scheme)

Listening

Speaking

Reading

Writing

Grammar



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y3	Greetings Numbers 1-10 Classroom Instructions	Colours Elmer Christmas (French traditions)	Days of the week Months of the Year	Food	Towns and Cities in France- groups projects. (culture and geography)	Revision of topics
Y4	Parts of the Body (Adjectives/colours)	Zoo Animals (Adjectives, colours, etre) Numbers 1-20	Family Members (Avoir, age, possessive adjectives)	Pets (Avoir, Questions) Easter	Hobbies (verbs, Like/dislikes) Numbers 1-31	Weather Clothes
Y5	The High Street (il y a) Directions Le Petit Thomas	Time/Numbers Revision Likes/dislikes Christmas (vocabulary related to the Nativity story)	Keeping Fit (Days of the week, Likes, dislikes, future tense Je vais...) Revision of sports/hobbies/fruit	Breakfast (likes, dislikes)	Weather/Seasons (numbers, rhyming, weather forecasts)	Saying where you live Directions (Compass points, geography of France, similarities and differences)
Y6	Recap of weather, date, following instructions, classroom objects Simple negative – 'Je n'ai pas de___'	Recap of clothes, family members	Days of the week Months of the year Planning a Trip to a French Speaking country	Days of the week Months of the year Planning a Trip to a French Speaking country	Revision of topics – recall quizzes) Cultural differences	Taster sessions of other languages - Spanish



YEAR 3

AUTUMN 1

Greetings
Numbers 1-10

Speaking

Repeating greetings and numbers to 10.

Responding to greetings and saying the numbers to 10 independently

Sing songs including the vocabulary

Reading/Phonics

Begin to recognise key differences in French phonics: c,x and j and the silent endings eg trois, deux, comment



YEAR 3

AUTUMN 2

Colours (Elmer)
Christmas

Listening

Listen and respond to the story of Elmer in French by indicating when they hear colour words they recognise

Listening to the teacher and other adults modelling:

rouge	red
bleu	blue
blanc	white
vert	green
noir	black
jaune	yellow
orange	orange
rose	pink

As for lesson 1 +

marron	brown
gris	grey
violet	purple
est	is



YEAR 3

AUTUMN 2

Colours (Elmer)
Christmas

Speaking

Repeating the colours vocabulary with accurate pronunciation and intonation.

Say the colours in French from memory

Reading/Phonics

Begin to recognise key differences in French phonics: ge and j, oir = ar, ert – air, is - ee

Writing

Use spelling strategies to help spell the colours in French

Appreciation of French society and culture

Understand the French traditions at Christmas and compare to our own eg Big family meal on Christmas eve, leave shoes at the end of the bed not stockings...



YEAR 3

SPRING 1

Days of the week
Months of the Year

Listening

Listen to songs with the vocabulary of the days of the week and months of the year.

Listening to the teacher and other adults modelling:

lundi	Monday	janvier	January
mardi	Tuesday	février	February
mercredi	Wednesday	mars	March
jeudi	Thursday	avril	April
vendredi	Friday	mai	May
samedi	Saturday	juin	June
dimanche	Sunday	juillet	July
		août	August
		septembre	September
		octobre	October
		novembre	November
		décembre	December



YEAR 3

SPRING 1

Days of the week
Months of the Year

Speaking

Repeat the days of the week and months of the year with accurate pronunciation and intonation.

Say the days of the week and months of the year from memory

Reading/Phonics

Read the days of the week.

Begin to recognise key differences in French phonics: di = dee, em = om

Writing

Write the days of the week accurately



YEAR 3

SPRING 2

Food

Listening

Listening to the teacher and other adults modelling:

les oranges	oranges	<p><i>Play 'Fruit Salad' as a class.</i></p> <p><i>Give each child in the class the name of a fruit.</i></p> <p><i>As you say 'pomme' everyone allocated this fruit must change places.</i></p> <p><i>Occasionally call 'salade de fruits.'</i></p> <p><i>This means that all the children must swap places</i></p>
les poires	pears	
les prunes	plums	
les fraises	strawberries	
les pommes	apples	
les tomates	tomatoes	
les bananes	bananas	
c'est bon	It's good	
c'est mauvais	It's bad	
les chips	crisps	
le coca cola	coca cola	
les sucettes	lollipops	
le chocolat	chocolate	
les bonbons	sweets	

YEAR 3

SPRING 2

Food

Speaking

Repeat the food vocabulary with accurate pronunciation and intonation.

Say the name of the food when shown a picture.

Reading/Phonics

Understand how 'c' in French is always soft eg c'est bien – 'say bee-en'

Be able to play pelmonism with the fruit items by matching the word to the picture

Writing

Write a sentence to express which food they like.

Grammar

Understand that French nouns are masculine and feminine eg la fraise (feminine), le chocolat (masculine) and that les is used for all plurals eg les bananes



YEAR 3

SUMMER 1

Towns and Cities in France- groups projects.
(culture and geography)

Appreciation of French society and culture

Understand differences in towns and cities in France compared to the UK.

To name the main features of Paris and to describe what life for Parisians is like eg many live in apartments, café culture, playing boules in the squares

YEAR 3

SUMMER 2

Revision of the topics from the year – recall.

Listening

All previous vocabulary from the year.

Speaking

Recall quizzes – can they say what they see? Can they accurately respond to greetings?

Reading/Phonics

Read the previous vocabulary and make reasonable attempts at the pronunciation



YEAR 4

AUTUMN 1

Parts of the Body
(including colours recall and using adjectives)

Listening

Listen attentively and show understanding of the following vocabulary:

Revision of colours from Y3:

<i>rouge</i>	<i>red</i>
<i>bleu</i>	<i>blue</i>
<i>violet</i>	<i>purple</i>
<i>noir</i>	<i>black</i>
<i>rose</i>	<i>pink</i>
<i>jaune</i>	<i>yellow</i>
<i>vert</i>	<i>green</i>
<i>blanc</i>	<i>white</i>
<i>marron</i>	<i>brown</i>
<i>gris</i>	<i>grey</i>

<i>une tête</i>	<i>a head</i>
<i>un nez</i>	<i>a nose</i>
<i>des dents</i>	<i>some teeth</i>
<i>des cheveux</i>	<i>some hair</i>
<i>des yeux</i>	<i>some eyes</i>
<i>une bouche</i>	<i>a mouth</i>
<i>des oreilles</i>	<i>some ears</i>
<i>grand</i>	<i>big</i>
<i>petit</i>	<i>small</i>
<i>gros</i>	<i>fat</i>
<i>long</i>	<i>long</i>
<i>pointu</i>	<i>pointed</i>

<i>la jambe</i>	<i>the leg</i>
<i>le pied</i>	<i>the foot</i>
<i>le ventre</i>	<i>the stomach</i>
<i>l'épaule</i>	<i>the shoulder</i>
<i>le genou</i>	<i>the knee</i>
<i>le bras</i>	<i>the arm</i>
<i>la main</i>	<i>the hand</i>

(Definite article used here: le, la, les 'the'; indefinite: un, une, des 'a, some' used in lesson one. Either can be taught)

Comment dit-on... en français?
How do we say... in French

Recognise and revise adjectives

<i>grand/grande</i>	<i>big</i>
<i>petit/petite</i>	<i>small</i>
<i>long/longue</i>	<i>long</i>
<i>gros/grosse</i>	<i>fat</i>
<i>pointu/pointue</i>	<i>pointed</i>
<i>énorme/énorme</i>	<i>enormous</i>

Children are not expected to know both forms of the adjectives above in Y4!

The list is provided for teacher reference.



YEAR 4

AUTUMN 1

Parts of the Body
(including colours recall and using adjectives)

Speaking

Explore the patterns and sounds through songs and rhymes eg Heads, Shoulders, Knees and Toes

Speak in short phrases and sentences and start to include adjectives eg Il a des oreilles oranges

Reading/Phonics

Read the words showing an awareness of French phonemes and pronunciation

Writing

Write phrases from memory and then adapt these to make sentences using given sentence stems/ models to follow.

Grammar

Start to show an awareness of the verb 'avoir' (to have)

When talking about themselves, to be able to say J'ai (I have) for their body parts and Il a or Elle a when describing a male or female or an alien they have invented.



YEAR 4

AUTUMN 2

Zoo Animals
Numbers 1-20

Listening

Listen attentively and show understanding of the following vocabulary:

le tigre	the tiger
l'éléphant	the elephant
l'ours	the bear
la souris	the mouse
le lion	the lion
la girafe	the giraffe
le singe	the monkey
le crocodile	the crocodile
le pingouin	the penguin

Letters of the alphabet in the above words

Introduction of vowels

High frequency verb être (to be)

il est/elle est	he is/she is/it is
assez	quite
très	very
grand	big
petit	small
féroce	ferocious
gentil	nice
rigolo	funny

Read the book 'Maman' by Mario Ramos.

Count the animals on each page.

Why is the boy frustrated? (He's looking for his Mum and only finds animals).

Ask the questions 'Il y avait combien de ____' for each animal.

Which animals have they learned?



YEAR 4

AUTUMN 2

Zoo Animals
Numbers 1-20

Speaking

Give children flashcards from the story for them to tell their partner what each animal is.

Sentence stem 'C'est un/une ____'

Reading/Phonics

Recognise and pronounce the ó vowel sounds in French (a,e,i,o,u,y)

Writing

Write a phrase to describe the zoo animals using an adjective eg le tigre est grand

Grammar

Verb 'etre' (to be). Start to learn to use the verb eg Le tigre est grand.



YEAR 4

SPRING 1

Family Members

Listening

Listen attentively and show understanding of the following vocabulary:

le père	the father
papa	dad
la mère	the mother
maman	mum
le frère	the brother
la soeur	the sister
le grand-père	the grandfather
la grand-mère	the grandmother
mon	my (masculine singular)
ma	my (feminine singular)

As-tu des frères ou des soeurs?

Have you any brothers or sisters?

deux frères two brothers

trois soeurs three sisters

Oui, j'ai Yes, I have

Je n'ai pas de frères I have no brothers

Je n'ai pas de soeurs I have no sisters

Je n'ai ni frères ni soeurs I have no brothers or sisters



YEAR 4

SPRING 1

Family Members

Speaking

Create a role play of meeting someone and introducing your family.

Eg Je te presente ma famille. Voici ma soeur. Elle s'appelle Isabelle.

Reading/Phonics

Read and translate phrases about people's families

Writing

Write phrases about their families

Grammar

Singular and plural – the plural 's'. Teach the children that French words have an s for plural but it is silent. Children to recognise when a word is plural eg 'six freres' 'une soeur'



YEAR 4

SPRING 2

Pets
Easter (traditions)

Listening

Listen attentively and show understanding of the following vocabulary:

la petite fille	the granddaughter
le chat	the cat
la souris	the mouse
tirer	to pull
tomber	to fall
un chien	a dog
un hamster	a hamster
un lapin	a rabbit
un poisson	a fish
un cochon d'Inde	a guinea pig
un oiseau	a bird

j'ai	I have
je n'ai pas de	I haven't
et	and
aussi	also

Pets vocab (as listed for lesson 11)



YEAR 4

SPRING 2

Pets
Easter (traditions)

Speaking

Ask questions about each other's pets and reply.

'As tu un _____?'

'J'ai/ Je n'ai pas un _____'

Reading/Phonics

Read and translate a transcript about someone's pets

Writing

Write simple sentences about pets they have or like.

Grammar

Use questions form.

Recognise and apply simple agreements – singular and plural

Appreciation of French society and culture

Compare how Easter is celebrated in France – look at the different traditions eg the church bells fly away to Rome and then bring back eggs to scatter at Easter



YEAR 4

SUMMER 1

Hobbies
Numbers to 31

Listening

Listen attentively and show understanding of the following vocabulary:

danser	to dance
nager	to swim
jouer au football	to play football
manger au restaurant	eat at a restaurant
lire	to read
regarder la télé	to watch TV
aller au parc	to go to the park

j'adore I love

j'aime I like

je n'aime pas I don't like

(and all the infinitives learned during lesson 16)

Tu aimes...? Do you like...?

Numbers 12-31



YEAR 4

SUMMER 1

Hobbies
Numbers to 31

Speaking

Be able to present a short speech about their favourite hobbies and interests

To be able to count out loud to 31

Reading/Phonics

Learn to pronounce the verb ending 'er' (as in ay)

Writing

Attempt to write down some short dictated sentences.

Grammar

To understand that when you begin a sentence with 'J'aime' or 'J'adore' the following verb remains in the infinitive eg 'J'aime danser'.

**YEAR 4****SUMMER 2****Weather
Clothes****Listening**

Listen attentively and show understanding of the following vocabulary:

il fait chaud	it's hot
il fait froid	it's cold
très	very
un peu	a bit
un pantalon	trousers
un short	shorts
une jupe	a skirt
un pull	a jumper
un tee-shirt	a T shirt
un chapeau	a hat
une chemise	a shirt
un maillot de bain	a swimsuit
des lunettes de soleil	sunglasses



YEAR 4

SUMMER 2

Weather Clothes

Speaking

To describe the weather in different destinations and to say what they will need to wear

Reading/Phonics

To be able to read and translate a list for packing

Writing

To write their list for holiday packing making plausible attempts at the spelling

Grammar

To be aware of the verb 'faire' (to do) For weather the French either say 'it ____' or 'it does ____' eg 'il fait chaud' It does warm.

Appreciation of French society and culture

Talk about where the French tend to holiday and when. Eg Parisians leave the city through August



YEAR 5

AUTUMN 1

The High Street
(il y a)
Directions
Le Petit Thomas

Listening

Listen to the story of 'Le Petit Thomas' – how much can they understand? Can they get the gist?

Listen attentively and show understanding of the following vocabulary:

il y a	there is	As for lesson 1 plus:	il y a...?	is there...?
un marché	a market		ici	here
un magasin	a shop		c'est	it is
un supermarché	a supermarket		au coin	on the corner
une poste	a post office		<i>(pause words for dialogue)</i>	
une banque	a bank		et alors, eh bien, mmm, voyons, oui	
un café	a café		well, mmm, let's see, yes	
une mairie	a town hall		et	and
un magasin de vêtements	a clothes shop		petit	small
une boulangerie	a bakers	grand	big	
		aussi	also	
		à gauche	on the left	
		à droite	on the right	



YEAR 5

AUTUMN 1

The High Street
(il y a)
Directions
Le Petit Thomas

Speaking

Answer verbal questions about the story.

Join in with some of the key phrases.

Reading/Phonics

Revise the sounds é eg marche (ay)

in as in magasin (an)

an as in banque (on)

Grammar

Use the verb être to ask what is on the High Street eg 'C'est un _____?'

To use the phrase 'il y a' ie there is (literally it has)



YEAR 5

AUTUMN 2

Time/Numbers Revision

Christmas

(vocabulary related to the Nativity story)

Listening

Listen attentively and show understanding of the following vocabulary:

(revision of days of the week)

matin	morning
après-midi	afternoon
soir	evening
à 10 heures	at 10 o'clock
à 4 heures et demie	at half past four
très	very
assez	quite

*Revision of vocabulary for sports/hobbies**Revision of numbers: 0-50**Comparisons:*

...plus... que... ...more... than...

Revision of Je vais + verb – I'm going to...



YEAR 5

AUTUMN 2

Time/Numbers Revision

Christmas

(vocabulary related to the Nativity story)

Speaking

Count to 50 out loud.

Tell the time in French

Reading/Phonics

Read and translate the Nativity story in French (get the gist)

Writing

Spell the numbers to 10 and then tens numbers accurately.

Appreciation of French society and culture

The Nativity in France – focus on the importance of the cribs.



YEAR 5

SPRING 1

Keeping Fit and Healthy

Revision of sports/hobbies/fruit

(Days of the week, Likes, dislikes, future tense Je vais...)

Listening

Listen attentively and show understanding of the following vocabulary:

(revision of days of the week)

(revision of hobbies introduced in Y4)

jouer au + sport	to play + sport
nager	to swim
faire du jogging	to go jogging
danser	to dance
jouer au football	to play football
regarder la télévision	to watch TV
lire	to read
aller au parc	to go to the park

(revision of likes & dislikes)

Simple future tense:

Je vais	I am going to
encore	again

Revision of vocabulary for sports/hobbies

Revision of numbers: 0-50

Comparisons:

...plus... que... ...more... than...

Revision of Je vais + verb – I'm going to...



YEAR 5

SPRING 1

Keeping Fit and Healthy
Revision of sports/hobbies/fruit
(Days of the week, Likes, dislikes, future tense Je vais...)

Speaking

Express likes and dislikes for the hobbies eg 'J'aime/Je n'aime pas

Reading/Phonics

Translate sentences about other peoples hobbies.

Writing

Write a diary of which sporting hobby they are going to do each day.

Spell the days of the week accurately.

Grammar

Use the future tense for their diary eg 'Je vais nager' (I am going to swim)



YEAR 5

SPRING 2

Breakfast
Easter

Listening

Listen attentively and show understanding of the following vocabulary:

un croissant	a croissant	le café	coffee
un pain au chocolat	name for a rectangular pastry with dark chocolate in the centre	le lait	milk
un pain aux raisins	name for a circular pastry with currants and raisins	le sucre	sugar
une tartine	slice of bread and butter	sans	without
un chocolat chaud	a hot chocolate	dans	in
un jus d'orange	an orange juice	sous	under
Tu veux...?	Would you like...?	regarder	to look at
Je voudrais...	I would like...	parler	to speak



YEAR 5

SPRING 2

Breakfast Easter

Speaking

Say six or more French breakfast items

Role play – ordering breakfast in France

Reading/Phonics

Read and translate sentences ordering breakfast.

Recap ch = sh

Pronunciation of 'je'

Writing

Label breakfast items.

Write a sentence with their breakfast order

Grammar

Be aware of the changes in singular and plural

Appreciation of French society and culture

Describe the contents of a typical French breakfast



YEAR 5

SUMMER 1

Weather/Seasons
(numbers, rhyming, weather forecasts)

Listening

Listen attentively and show understanding of the following vocabulary:

Revision of weather phrases

en automne	in autumn
en hiver	in winter
au printemps	in spring
en été	in summer

extension:

normalement	normally
en général	generally

Aujourd'hui, c'est le lundi 10 octobre

(Revision of days of week/months of year)

il fait froid	it's cold
il fait chaud	it's hot
il fait beau	it's lovely weather
il fait mauvais	it's poor weather
il y a du soleil	it's sunny
il y a du vent	it's windy
il y a du brouillard	it's foggy
il pleut	it's raining
il neige	it's snowing



YEAR 5

SUMMER 1

Weather/Seasons
(numbers, rhyming, weather forecasts)

Speaking

Say nine weather conditions with accurate pronunciation

Say the names of the four seasons from memory

Reading/Phonics

Read and translate some weather sentences

Grammar

To recognise the phrase 'Il ____' and 'Il y a ____' for the weather.

Appreciation of French society and culture

Understand the differing climates in France ie warmer in the south but still a varied climate like the UK



YEAR 5

SUMMER 2

Saying where you live

Directions (Compass points, geography of France, similarities and differences)

Listening

Listen attentively and show understanding of the following vocabulary:

J'habite à + town	I live in
dans le nord	in the north
dans le sud	in the south
dans l'ouest	in the west
dans l'est	in the east
de l'Angleterre	of England

Recall of the vocabulary from the previous half term.



YEAR 5

SUMMER 2

Saying where you live

Directions (Compass points, geography of France, similarities and differences)

Speaking

Make a short weather forecast presentation in pairs eg 'En Paris, il pleut.'

Reading/Phonics

Read and pronounce correctly the four compass points in French.

Read and understand a weather report for different areas of France eg 'Dans le nord, il _____'

Writing

Spell four weather phrases accurately



YEAR 6

AUTUMN 1

Recap of weather, date, following instructions, classroom objects
Simple negative – 'Je n'ai pas de___'

Listening

Listen attentively and show understanding of the following vocabulary:

Je suis présent(e)	I'm present
Il est absent	He's absent
Elle est absente	She's absent
Aujourd'hui c'est le mardi 8 octobre	Today is Tuesday 8th October

Recap of weather conditions (covered in Y5)

un stylo	pen
un crayon	pencil
une gomme	rubber
un taille-crayon	pencil sharpener
des ciseaux	scissors
un cahier	exercise book
un sac	school bag
J'ai	I have a
Je n'ai pas de	I don't have a
As-tu...?	Do you have?

Recap of classroom commands (covered in Y3)

+Tu es prêt(e)?]



YEAR 6

AUTUMN 1

Recap of weather, date, following instructions, classroom objects
Simple negative – 'Je n'ai pas de___'

Speaking

Ask the questions 'Tu as un/une ____' for classroom equipment and to be able to answer (see above).

Reading/Phonics

Read and translate the weather sentences.

Pronounce the words with increasing accuracy

Writing

Write the date accurately in French

Grammar

Understand and use the negative for 'I don't have'



YEAR 6

AUTUMN 2

Recap of clothes, family members

Listening

Listen to the story of 'Le Petit Thomas' – how much can they understand? Can they get the gist?

Listen attentively and show understanding of the following vocabulary:

<i>Recap of clothes vocabulary from Y4</i>	<i>Expressing opinions (recap from Y4, Y5)</i>	<i>Masculine</i>	<i>Feminine</i>	<i>All core vocabulary for this lesson is revision from Y4/Y5: members of the family</i>	<i>Adjectives from Y4:</i>
un pantalon trousers	J'aime/Je n'aime pas	un	une	mon père my father	sympa nice
un pull jumper	<i>Justifying opinions</i>	marron	marron	ma mère my mother	intelligent (e) intelligent
une chemise shirt	Je n'aime pas le rouge	rouge	rouge	ma soeur my sister	amusant (e) funny
une jupe skirt	I don't like red	jaune	jaune	mon frère my brother	sportif/sportive sporty
des chaussures shoes	C'est laid it's ugly	bleu	bleue	mon grand-père grandfather	beau/belle beautiful
des chaussettes socks	C'est moche It's awful (familiar)	vert	verte	ma grand-mère grandmother	
un sweat sweatshirt	C'est super It's great	gris	grise	Il s'appelle He is called	
une cravate tie	C'est joli it's pretty	noir	noire	Il a x ans He is x years old	
		blanc	blanche	Il est He is	
				assez quite	
				très very	
				il habite à he lives in	



YEAR 6

AUTUMN 2

Recap of clothes, family members

Speaking

Offer opinions on clothes.

Complete sentences using J'aime to express the opinions.

Pronounce c'est correctly (say).

Reading/Phonics

Read and translate descriptions of people's family

Writing

Spell the members of the family with increasing accuracy

Grammar

Continue to use the negative correctly with increasing independence

Be able to match the colour word correctly according to whether the noun is masculine or feminine eg la chemise blanche



YEAR 6

SPRING 1

Recap of describing where you live
Rooms of the house
Adjectives

Listening

Listen attentively and show understanding of the following vocabulary:

Recap:

voici	here is
Il y a	there is
une maison	house
un appartement	flat

Receptive use of:

un salon	sitting room
une salle à manger	dining room
une cuisine	kitchen
une salle de bains	bathroom
un garage	garage
un balcon	balcony
un jardin	garden
une chambre	bedroom

As for lesson 8+ revision of

petit	small
grand	big
joli	pretty
superbe	superb
magnifique	magnificent

plus:

immense	immense/huge
de luxe	luxurious
en haut	upstairs
en bas	downstairs



YEAR 6

SPRING 1

Recap of describing where you live
Rooms of the house
Adjectives

Speaking

Describe where you live and the features of your house – with increased accuracy in pronunciation

Reading/Phonics

Read and translate a description of a house

Writing

Write at least 3 sentences about your dream house.

Grammar

Adjectives – match the adjectives to the gender of the noun when describing the house

Appreciation of French society and culture

Understand features of typical French housing – compare Paris to more rural France



YEAR 6

SPRING 2

Days of the week
Months of the year
Planning a Trip to a French Speaking country

Listening

Listen attentively and show understanding of the following vocabulary:

on va	we are going
rester	to stay
dans	in

un hôtel	hotel
un appartement	flat/apartment
un gîte	gîte/cottage
un camping	campsite

Recap:

on va	we are going to
aller	to go
prendre	to take

Recap from Year 4:

en bateau	by boat
en avion	by plane
en voiture	by car
en train	by train



YEAR 6

SPRING 2

Days of the week
Months of the year
Planning a Trip to a French Speaking country

Speaking

Use the above phrases to say which French speaking country you are going to visit, how you are getting there and where you will stay.

Writing

Write a letter to book their accommodation

Grammar

Future tense



YEAR 6	YEAR 6
SUMMER 1	SUMMER 2
(Revision of topics – recall quizzes) Cultural differences	Taster sessions of other languages - Spanish
Listening	Listening
Listen attentively and show understanding of the following vocabulary All previous vocabulary	Listen attentively and show understanding of the following vocabulary Numbers to 10 in Spanish Greetings in Spanish Days of the week Colours
Writing	Speaking
Complete quizzes about the topics covered in French.	Learn some basic phrases in Spanish from memory.