

## Parrett & Axe MFL two year rolling curriculum

All planning and resources can be found on the Twinkl website <https://www.twinkl.co.uk/resource/french-subject-overview-tp2-l-336>

### Kimmeridge Class (Year 3/4)

Year A

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Half term 1</b>	Getting to know you (Y3)	Our School (Y3)	What's the time? (Y4)
<b>Half term 2</b>	Family and friends (Y3)	Gone shopping (Y4)	Spare - some units likely to take more than half a term to cover

Year B

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Half term 1</b>	All about me (Y3)	Time (Y3)	Holidays and hobbies (Y4)
<b>Half term 2</b>	Food (Y3)	Where in the world (Y4)	Spare - some units likely to take more than half a term to cover

## Durdle Door Class (Year 4/5)

Year A

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Half term 1</b>	All around town (Y4)	What's the time? (Y4)	That's tasty (Y5)
<b>Half term 2</b>	Gone shopping (Y4)	School life (Y5)	

Year B

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Half term 1</b>	One the Move (Y4)	Holidays and hobbies (Y4)	Family and friends (Y5)
<b>Half term 2</b>	Where in the world? (Y4)	Time travelling (Y5)	

## Lulworth Class (Year 5/6)

### Year A

	Autumn term	Spring term	Summer term
	Getting to know you (Y5)	Let's visit a French town (Y6)	Let's go shopping (Y6)

### Year B

	Autumn term	Spring term	Summer term
	All about ourselves (Y5)	This is France (Y6)	All in a day (Y6)

### Extra units

The following supplementary units are available. These are linked to French books and are most suited to Year 5 and 6. Please see Fiona for resources and plans

- Le Loup Qui Voulait changer
- Le rose neige et le garçon bleu (a Christmas story)

## Le Loup Qui Voulait Changer

	LO and Vocabulary	Input	Main activity	Plenary
Week 1	LO: L'histoire Loup Changer Couleur	Show chn the story – what do they think it is about? This story is in French – what strategies can we use to understand? Think cognates, known vocab, look at pictures  Read story once all through and discuss	Read a second time – each pair has is allocated a day. On a whiteboard, they have to record in English what happened	Whole class to arrange themselves in day order and retell the story in English
Week 2	LO: Les Couleurs  <i>Vert</i> <i>rouge</i> <i>rose</i> <i>bleu</i> <i>orange</i> <i>Marron (ou brun)</i> <i>noir</i> <i>Blanc</i> <i>Jaune</i> <i>multicolore</i> <i>clair (light)</i> <i>foncé (dark)</i>	Quick reread of the story – what colour is the wolf to start with? Which colours does he paint himself? Ask chn to find on colour wheel – how do they think the word sounds. Practise saying these colours as a class then in pairs  What do they think multicolore means?	LA – loup multicolore with labels to cut and stick A – make a colour bank – pic of un loup multicolore, with colours labelled in French. AA – to be encouraged to think of and look up other colours	Touchez la couleur
Week 3	lo: les jours de la semaine  lundi mardi mecredi jeudi vendredi samedi dimanche	Recap the beginning of the story – why was the wolf sad? What did he do? Work through ppt of days of the week (phonics focus i(ee) ch (sh)) Play a game with chn – call out a day of the week in French - they have to tell you what day it is in English and what colour the	LA – cut and stick days of week in French and English A – table showing days of week in French and English – they can add a coloured wolf for each day AA – completing sentences à (day of week) le loup a change de (colour)	Days of the week bingo

	nb days of the week do not start with capital letters	wolf was. Challenge one of chn to lead the game		
Week 4	LO: Le corps <i>La tête</i> les oreilles les yeux les dents les epaules les bras les jambes les genu les pattes <i>(nb human feet are pied)</i>	Show a picture of the wolf – what body parts can you see? Do they know the names of any in French? Label either an outline body on board or a real person with post-its! Practice pronunciation of different body parts.	Label a blank body template of le loup with the different body parts LA – matching activity AA –use French dictionary to find out other body parts	Heads, shoulders, knees and toes in French
Week 5  This activity is likely to take 2 lessons	LO; Des animaux  Le loup la grenouille (frog) le renne (reindeer) le poulet (chicken) la vache (cow) L'abeille (bee) le canard (duck) Le renard (fox) le cochon (pig) le paon (peacock)	Read through the whole story again on IWB – can the chn spot any other animals? Make a note on an IWB. We are going to practise using a French dictionary to find the words for these animals – model and practise	Chn to work in mixed ability pairs -Spot all the animals in the book and find out the word in French - create a labelled picture of all the animals (AA can refer back to colours, clair and foncé)	Play a game where one child calls out the animal name in French and the others have to act like the animal (with sound effects)
Week 6	LO: as above			
Week 7	LO: Joyeux Noël (not linked to book)  Le Père Noël Renne Traîneau Sapin de Noël Bonhomme de neige	Share the Joyeux Noel ppt and complete the story	Making French Christmas cards	Bûche de Noël (Yule log) is a traditional French treat – if you are feeling kind, the class could share one while they discuss what they enjoyed about the book

## Le rose neige et le garçon bleu

	LO and Vocabulary	Input	Main activity	Plenary
Week 1	LO: Les Couleurs  <i>rouge</i> <i>rose</i> <i>jaune</i> <i>vert</i> <i>bleu</i> <i>gris</i> <i>marron</i> <i>orange</i> <i>clair (light)</i> <i>foncé (dark)</i>	Show front cover – what do they think this book is about? Point out the le garçon bleu – what do you notice about him? And le rose neige? Recap colours (ppt)	Labelling a picture of le garçon bleu  LA – support with a word bank A – extend to clair and foncé	Read up to page 5, discussing meaning of key words.
Week 2	LO: Ma chambre  <i>chambre</i> <i>lit</i> <i>la fenêtre</i> <i>jouets</i> <i>ordinateur</i> <i>chaise</i> <i>garde-robe</i> <i>tiroirs</i>	Quick recap of colours – touches le couleur in the classroom. Read the next two pages of the book - ask the chn to look at the picture of the bedroom – can they use the word bank on their desks to find the French words for each object? If possible show picture from book on IWB and label each object	Draw and label a picture of your bedroom LA – labelling the picture from the book A – label a pic of their own bedroom with word bank AA – use colours in descriptions (remind that adjective goes after noun in French) e.g. un lit bleu et blanc	Read pages 8 &9 discussing the meaning of key words – printemps, l'été, l'automne, l'hiver
Week 3	LO: Les Saisons  <i>printemps</i> <i>été</i> <i>automne</i> <i>hiver</i> <i>janvier</i> <i>fevrier</i> <i>mars</i> <i>avril</i> <i>mai</i>	Quick run through of the months of the year (worth mentioning cognates here) What are the four seasons? Show page from book – which word do they think shows each season. Practice in pairs. Which months come in each season? Practice <i>En printemps, il y a mars, avril et mai</i>	Creating a seasons wheel – chn label each season in French and draw things which happen in that season LA – matching activity AA – add months of the year to the correct season in French	Share next two pages of story up to page 11

	<i>juin</i> <i>juillet</i> <i>août</i> <i>septembre</i> <i>octobre</i> <i>novembre</i> <i>decembre</i>			
Week 4	LO: Le corps <i>La tête</i> <i>épaule</i> <i>les bras</i> <i>le couer</i> <i>les jambes</i> <i>les genu</i> <i>les pied</i>	Show a picture of the blue boy – what body parts can you see? Do they know the names of any in French? Label either an outline body on board or a real person with post-its! Practice pronunciation of different body parts.	Label a blank body template of le garçon bleu with the different body parts LA – matching activity AA –use French dictionary to find out other body parts	Heads, shoulders, knees and toes in French
Week 5	LO: La météo  <i>hiver</i> <i>Le temps</i> <i>Il fait froid</i> <i>Il fait chaud</i> <i>Il pleut</i> <i>Il neige</i> <i>C'est glacé</i>	Share pages 12-15 of the book. What do they notice about the weather in winter? Practice the different weather which occurs in winter in pairs	Children create an en hiver weather picture LA – can match weather words to pictures AA – can be extended to sentences e.g en hiver, le temps il fait froid	Aural activity – describing their weather scenes to the class in pairs.
Week 6	LO: La nativité  <i>Une étable</i> <i>Une étoile</i> <i>Un âne</i> <i>Marie</i> <i>Joseph</i> <i>Une ange</i> <i>Un berger</i> <i>Un mouton</i> <i>Les trois Rois Mages</i> <i>L'or</i> <i>Encens</i>	Show nativity ppt in French (read through in French and ask chn to write the English words on their whiteboards when they recognise them Practise pronunciation on a full nativity picture on board	Children draw or label a ready drawn nativity scene in French AA – can look back at the work done over the term to add extra details e.g. colours, weather details to their pictures	Read the next section of the book

	<i>La myrrhe</i> <i>Le petit Jésus</i>			
Week 7	LO: Joyeux Noël  Le Père Noël Renne Traîneau Sapin de Noël Bonhomme de neige	Share the Joyeux Noel ppt and complete the story	Making French Christmas cards	Bûche de Noël (Yule log) is a traditional French treat – if you are feeling kind, the class could share one while they discuss what they enjoyed about the book