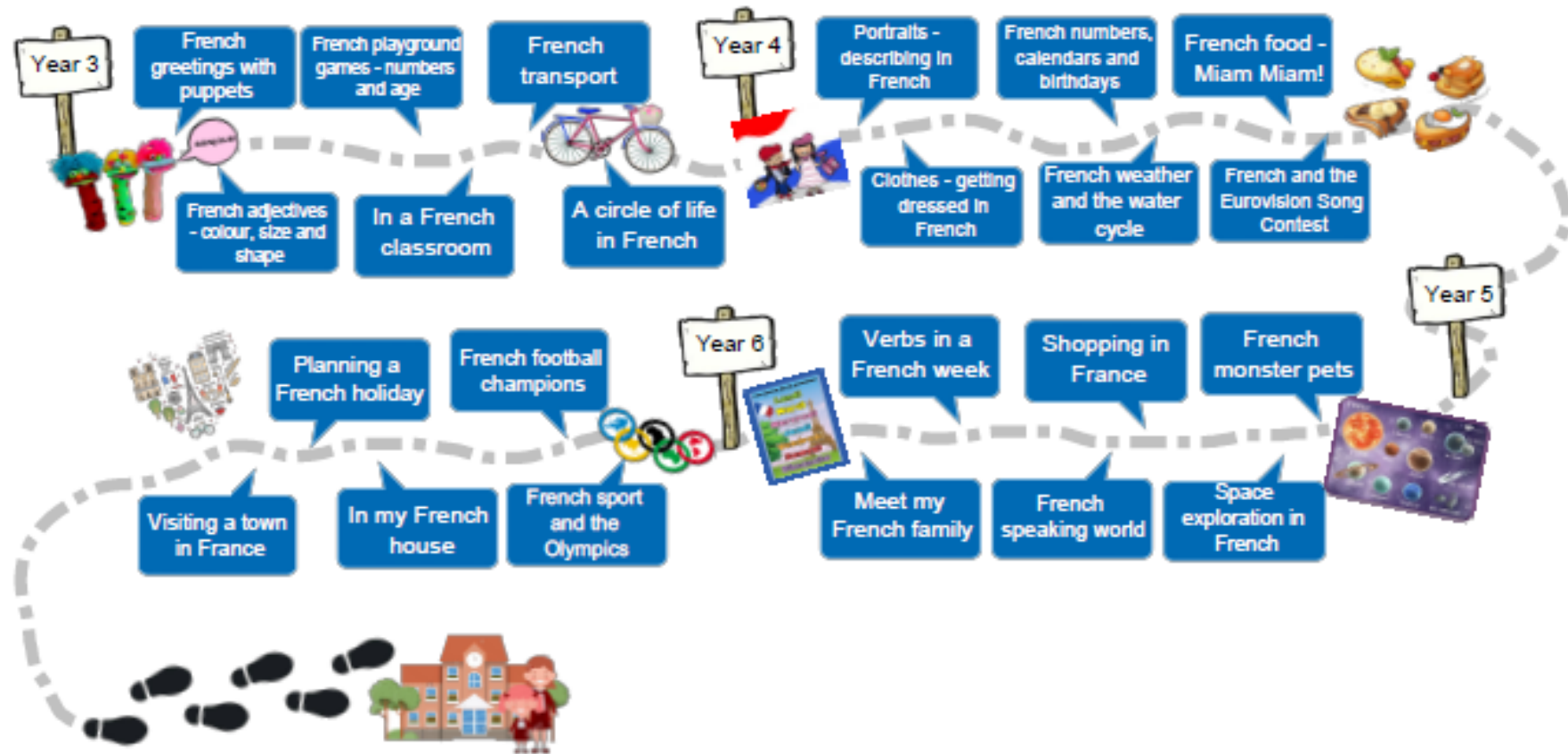


MFL (French) Overview - KS2



Year 3: MFL (French)

National Curriculum	Key stage 2 – National Curriculum Languages subject content		
	Pupils should be taught to: <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Speak in sentences, using familiar vocabulary, phrases and basic language structures• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		
Unit	Autumn 1 - French greetings with puppets	Autumn 2 - French adjectives of colour, size and shape	Spring 1 - French playground games: numbers and age
Overview	Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/puppets/	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse. This unit has cross-curricular links with Art and Design. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/ks2-yr-3-french-shapes-and-colour-and-size-adjectives/	This unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/playground-games/
Skills and progression	<ul style="list-style-type: none">- Introductions (oracy)- Expressing how you feel (oracy)- Listening and responding (oracy and literacy)- Appreciating stories, songs and rhymes (literacy)	<ul style="list-style-type: none">- Colours and shapes (oracy)- Recognising and using adjectives of size and colour (oracy)- Presenting ideas and information orally (oracy)- Developing accurate pronunciation (oracy)	<ul style="list-style-type: none">- Counting 1-12 (oracy)- Saying your age (oracy and literacy)- Exploring patterns and sounds of language (literacy)- Speaking in sentences (oracy)

Year 3: MFL (French)

National Curriculum	Key stage 2 – National Curriculum Languages subject content		
	Pupils should be taught to: <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Speak in sentences, using familiar vocabulary, phrases and basic language structures• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		
Unit	Spring 2 - In a French classroom	Summer 1 - French transport	Summer 2 - A circle of life in French
Overview	<p>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either ‘masculine’ or ‘feminine.’</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/</p>	<p>Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb ‘aller’ – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/</p>	<p>Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/circle-of-life/</p>
Skills and progression	<ul style="list-style-type: none">- Classroom instructions (oracy)- Saying what you have or don’t have (oracy and literacy)- Asking and answering questions (oracy and literacy)- Reading short sentences (oracy)	<ul style="list-style-type: none">- Types of transport (oracy)- Saying how and where you are travelling from/to (oracy and literacy)- Linking spelling, sound and meaning of words (literacy)- Adapting phrases to create new sentences (oracy)	<ul style="list-style-type: none">- Using a dictionary to find animal nouns (literacy)- Describing elements of a food chain (oracy and literacy)- Using a bilingual dictionary (literacy)- Writing sentences using a model for support (literacy)

Year 4: MFL (French)

National Curriculum	Key stage 2 – National Curriculum Languages subject content		
	Pupils should be taught to: <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Speak in sentences, using familiar vocabulary, phrases and basic language structures• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		
Unit	Autumn 1 - Portraits: describing in French	Autumn 2 - Clothes: getting dressed in French	Spring 1 - French numbers, calendars and birthdays
Overview	<p>Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/</p>	<p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/clothes-getting-dressed-in-france/</p>	<p>Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/french-numbers-calendars-and-birthdays/</p>
Skills and progression	<ul style="list-style-type: none">- Describing people’s looks and personality, orally and in writing (oracy and literacy)- Writing a descriptive paragraph (literacy)- Speaking in sentences using familiar structures (oracy)- French arts and culture (intercultural understanding)	<ul style="list-style-type: none">- Describing clothes (oracy and literacy)- Possessive adjectives (oracy and literacy)- Reading carefully and showing understanding of phrases and simple writing (literacy)- Understanding basic grammar – gender and adjectival agreement (oracy and literacy)	<ul style="list-style-type: none">- Counting 1-31 (oracy and literacy)- Days and dates (oracy and literacy)- Developing accurate pronunciation and intonation (oracy)- Exploring the patterns and sounds of language through songs and rhymes (oracy)

Year 4: MFL (French)

Key stage 2 – National Curriculum Languages subject content

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

National Curriculum			
Unit	Spring 2 - French weather and the water cycle	Summer 1 - French food: Miam Miam!	Summer 2 - French and the Eurovision Song Contest
Overview	<p>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates. This unit has cross-curricular links with Science and Geography.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/french-weather-and-water-cycle/</p>	<p>French food, cafés, ordering and menus -‘Yum Yum!’ - or ‘Miam, Miam!’ This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/miam-miam/</p>	<p>This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4, including paying attention to rhyming sounds. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries. They learn new sentence constructions to say that they play an instrument and live in a particular country and learn how to express likes and dislikes about different styles of music. The focus of lessons 4 and 5 provide opportunities to expand the learning over additional teaching time, to revise all vocabulary and grammar learning from years 3 and 4 and combine the unit with lessons in Art, Music and Geography.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/french-and-the-eurovision-song-contest/</p>

Skills and progression	<ul style="list-style-type: none"> - Weather and temperature reporting (oracy and literacy) - French cities and the water cycle (intercultural understanding) - Developing ability to understand new words (oracy and literacy) - Presenting ideas and information orally (oracy) 	<ul style="list-style-type: none"> - Ordering food and drinks (oracy and literacy) - French food and healthy eating (intercultural understanding) - Listening and responding to spoken language (oracy) - Engaging in conversations (oracy) 	<ul style="list-style-type: none"> - Expressing opinions and responding to those of others (oracy and literacy) - Names of countries (intercultural understanding) - Adapting phrases to create new sentences (oracy)
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Year 5: MFL (French)

Key stage 2 – National Curriculum Languages subject content

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

National Curriculum			
Unit	Autumn 1 - French monster pets	Autumn 2 - Space exploration in French	Spring 1 - Shopping in France
Overview	<p>Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/</p>	<p>This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons. Cross-curricular links can be made with English (as they use figurative language and write poems), Science and also with our KS2 computing unit on space.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/</p>	<p>Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France. They also develop their language detective skills, facing an entirely unfamiliar authentic French text.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/shopping-in-france/</p>

Skills and progression	<ul style="list-style-type: none"> - Understanding a non-fiction text (oracy and literacy) - Body parts and descriptions (oracy and literacy) - Describing things orally and in writing (oracy and literacy) - Understanding and responding to written language from an authentic source (literacy) 	<ul style="list-style-type: none"> - Writing explanations (literacy) - Exploring patterns and sounds of language (oracy) - Reading carefully and showing understanding of simple writing (oracy) 	<ul style="list-style-type: none"> - Asking for things and quantities of things (oracy) - Numbers 1 to 100 and beyond, working with Euros (oracy and literacy) - Developing an appreciation of a range of writing (literacy) - Developing the ability to understand new words (oracy)
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Year 5: MFL (French)

National Curriculum	<p>Key stage 2 – National Curriculum Languages subject content</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 		
Unit	Spring 2 - French speaking world	Summer 1 - Verbs in a French week	Summer 2 - Meet my French family
Overview	<p>Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries. This unit has cross-curricular links with Geography.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/french-speaking-world/</p>	<p>Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être', and finally produce a short piece of creative writing to demonstrate their learning, which they present to the class.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/using-french-verbs-to-describe-a-weeks-activities/</p>	<p>Preparing a short written presentation to describe family members and their preferences, using the correct form of mon, ma and mes, and making sure of adjectival agreement.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/meet-my-french-family/</p>
Skills and progression	<ul style="list-style-type: none"> - French speaking countries, comparing physical features and climate (oracy, literacy and intercultural understanding) - Describing places orally and in writing (oracy and literacy) - Developing accurate pronunciation (oracy) 	<ul style="list-style-type: none"> - Days and times (oracy and literacy) - Regular verb forms (oracy and literacy) - Listening attentively to spoken language (literacy) - Understanding basic grammar – verbs (oracy and literacy) 	<ul style="list-style-type: none"> - Introducing family members (oracy and literacy) - Comparing what people like (oracy and literacy) - Expressing opinions and responding to those of others (oracy and literacy) - Speaking in sentences using familiar vocabulary (oracy)

Year 6: MFL (French)

Key stage 2 – National Curriculum Languages subject content

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

National Curriculum	Year 6: MFL (French)			
	<u>Key stage 2 – National Curriculum Languages subject content</u>			
Overview	Pupils should be taught to:			
	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 			
Unit	Autumn 1 - French sport and the Olympics	Autumn 2 - French football champions	Spring 1 - In my French house	
Overview	<p>Pupils conjugate the verb 'aller' - to go, identify correct prepositions, learn sports vocabulary, how to express preferences and expand their knowledge of country names. They develop their cultural knowledge of Pétanque, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games. This unit has cross-curricular links with History, Geography and PE.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/going-to-international-sporting-events-learning-vocabulary-grammar-and-sports-culture/</p>	<p>Pupils develop many important strategies in this football themed unit, which they can use in their future learning of other languages and subjects. Children develop their speaking and listening skills; asking and responding to questions about football as well as working on their written French by adapting football player profiles. This unit has cross-curricular links with Geography and PE.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/french-football-champions/</p>	<p>Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/in-my-french-house/</p>	

Skills and progression

- Talking and writing about sports, preferences and visiting countries (oracy and literacy)
- Conjugating a verb and using prepositions (oracy and literacy)
- Learning about particular sporting events in France and Olympic sports (intercultural understanding)
- Learning new vocabulary and writing a magazine interview (literacy)
- Engaging in conversations (oracy)
- Developing awareness of cultural sporting events (intercultural understanding)

- Talking and writing about football and learning new vocabulary (oracy and literacy)
- Deciphering a football profile and learning to write one (oracy and literacy)
- Talking and writing about which country a person comes from (oracy and literacy)
- Understanding about French football, players and teams (intercultural understanding)
- Learning to spot cognates and develop strategies to work out what a word means and strategies for learning and recalling new words (literacy)
- Learning new vocabulary and writing a sports profile (literacy)

- Describing rooms and objects in the house (oracy and literacy)
- Describing the position of objects and room (oracy and literacy)
- Using prepositions, reading and understanding text, asking and answering questions (oracy and literacy)
- Corresponding with a French school (intercultural understanding)

Year 6: MFL (French)

National Curriculum	Key stage 2 – National Curriculum Languages subject content		
	Pupils should be taught to: <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Speak in sentences, using familiar vocabulary, phrases and basic language structures• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		
Unit	Spring 2 - Planning a French holiday	Summer 1 - Visiting a town in France	
Overview	<p>The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/the-holidays-en-vacances/</p>	<p>In learning directional and transport vocabulary and prepositional phrases, the children explore their journey to school and what places in town are worth a visit and why. They practise giving opinions and talk about a trip to France.</p> <p>https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/visiting-a-town-in-france/</p>	
Skills and progression	<ul style="list-style-type: none">- Developing and using the vocabulary for planning a trip (oracy and literacy)- Justifying ideas and opinions orally and in writing (oracy and literacy)- Responding to language from a variety of authentic sources (oracy and literacy)- Writing using a variety of grammatical structures (literacy)	<ul style="list-style-type: none">- Comparing cities (oracy, literacy and intercultural understanding)- Giving directions (oracy and literacy)- Finding ways of communicating what they want to say (oracy)- Communicating for practical purposes (literacy)	

