

Year 6 – Autumn

Recall	Numbers to 50, directions, shops
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Re-visit classroom routines and commands</p> <p>Re-visit stating the date</p> <p>Re-visit weather conditions</p> <p>Classroom items</p> <p>Re-visit and extend clothes vocabulary</p> <p>Adjectives to describe clothes – super, joli, moche, laid Re-visit and extend explanation of negative sentences with high frequency</p> <p>verb avoir: j'ai / je n'ai pas de</p> <p>As-tu...?</p> <p>Re-visit indefinite determiner: un and une and the plural des (some)</p> <p>Re-visit position and agreement of adjectives</p> <p>Re-visit use of the determiner: J'aime le bleu</p> <p>Re-visit family members</p> <p>Re-visit adjectives to describe family members: sympa, intelligent, amusant, sportif, beau</p> <p>Re-visit quantifiers: très, assez</p> <p>Traditional tale: Le Petit Chaperon Rouge</p> <p>Occupations: Il est vendeur Re-visit describing someone using third person verbs: il / elle s'appelle</p> <p>Re-visit third person of high frequency verbs:</p> <p>Avoir – il a, elle a</p> <p>Etre - il est, elle est</p> <p>Re-visit agreement of adjectives</p> <p>Understand that the determiner is not used when describing occupations: il est vendeur</p>
Prior Learning	<p>Pupils have previously learned many of the phrases and vocabulary which they use in this half term. They consolidate their understanding of key grammatical concepts, such as adjectival agreement, and use again two key verbs – avoir and être in the first, second and third person.</p> <p>Pupils have learned how to express opinions and say what they like and dislike; they now extend this work using a subordinating conjunction and adjectives to justify their opinion.</p> <p>Pupils already know about the position of adjectives through work in earlier year groups – they now recognise and understand the position of adjectives within the first verse of a poem studied.</p>

<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>The half term focuses on aspects of school life. Pupils prepare a school sketch and revise classroom commands (Y3), saying the date (Y3, Y5) and describing the weather (Y5). They learn four items of vocabulary relating to classroom objects to be able to say what they have / don't have in the sketch.</p> <p>Pupils study an extended text, using existing knowledge to work out the gist of the text.</p> <p>Towards the end of the half term, pupils learn some items of clothing to describe school uniform, revising adjectives and expressing opinions.</p> <p>Pupils continue the theme of school life, learning the names of school subjects and appropriate adjectives to express opinions on each.</p> <p>Pupils read and understand information relating to school subjects and adapt a model paragraph stating what they like / dislike and why.</p> <p>Pupils also study a well-known poem as winter approaches, revisiting learning around the position of adjectives and learning some important and useful prepositions.</p>
<p>Next steps</p>	<p>Pupils continue their focus on school life, learning how to say which subjects they like and dislike. They re-use phrases for expressing opinions and are reminded of the use of the determiner where it would be omitted in English ('J'aime la géographie', for example).</p> <p>As the half term progresses towards winter, pupils learn and recite the first verse of a well-known poem, with a focus on the position of adjectives.</p> <p>Having recalled much prior learning throughout the half term, pupils begin a new theme on house and home next term, during which they will apply their knowledge on adjectives and prepositions. Pupils write extended sentences around the theme of an ideal home.</p>
<p>Key Vocabulary</p>	<p>Revision:</p> <p>Date (Y5 lesson 14) Weather (Y5 lesson 14)</p> <p>Classroom commands (Y3 lesson 3)</p> <p>Tu es prêt(e) – Are you ready? Je suis prêt(e) – I am ready Je suis ici – I am here Présent(e) – Present</p> <p>Il est absent – He is absent Elle est absente – She is absent</p> <p>As-tu? Have you?</p> <p>un stylo – pen un crayon – pencil un taille-crayon – pencil sharpener une gomme – rubber un pantalon – trousers un pull - jumper une chemise – shirt une jupe – skirt un sweat – sweatshirt une cravate - tie</p>

j'aime le bleu – I like blue je n'aime pas le rouge - I don't like red c'est laid - it's ugly c'est moche - it's awful (familiar)
c'est super – it's great c'est joli – it's pretty
l'anglais – English
le français - French
les mathématiques – maths
les sciences – science

l'histoire – history
la géographie- geography
le dessin - art
le sport – PE
la musique -music
l'informatique – computing
l'éducation religieuse - RE
parce que – because
c'est – it is
difficile – difficult
monotone – boring
pénible – burdensome / painful
amusant – fun
intéressant - interesting
facile – easy
un peu – a bit
trop - too
assez – quite

dans - in
avec - with
par - by
sans - without
pour - for / in order to
sur - on

Teacher Assessment	End-of-term quiz to inform Teacher Assessment
Possible Misconceptions	Use of third person still may not be embedded
Class Teacher Notes	For teacher or subject lead to use and update to inform next year's planning – not to be published online.