

Year 6 Term 1

Le week-end FRENCH



Progression in Skill:

Ask and talk about activities that you do and don't do, giving an opinion on these.
Recognise different verb tenses (present and near future) in context.
Use context and previous knowledge to understand longer texts.
Write compound and complex sentences, developing into short paragraphs.
Talk about common activities that people do in the first and third person.
Use *j'aime* and *je n'aime pas* with an infinitive.

Long-term Memory Knowledge:

Talk about some common activities you do and don't do at the weekend, including which you like and don't like.
Use the present and near future tenses with increasing accuracy.
Apply previous knowledge and understanding of the context to understand increasingly longer texts.
Use conjunctions and adverbials to write more information in a sentence, linking several sentences to form short paragraphs.
Use the first and third person with increasing accuracy.
Use *j'aime* and *je n'aime pas* with an infinitive to give a preference.

Key Vocabulary

Qu'est-ce que tu fais le mercredi/le samedi?

What do you do on Wednesdays/Saturdays?

Qu'est-ce qu'il/elle fait le week-end/le lundi matin/après-midi/soir?

What does he/she do at the weekend/Monday morning/afternoon/evening?

Le lundi matin, il/elle fait .../écoute .../mange .../boit .../regarde .../joue ...

On Monday morning, he/she does .../listens to .../eats .../drinks .../watches .../plays ...

Est-ce que tu aimes faire/écouter/jouer/ regarder?

What do you like to do/listen to/play/watch?

Progression in Resources:

Rigolo 2 Unit 7 flashcards, animations, worksheets, blank flashcards
Resources for revision and consolidation: Rigolo 1 (units 8 and 11); Rigolo 2 (units 2, 3, 5 and 6)

Relevance

Now	Children can see how language is transferable across different situations – they can now talk about a wider range of things they do and don't like as well as when they do them.
Future	Children can combine elements of language they have learnt to make themselves understood and be able to understand others in a widening range of contexts.
Aspiration	Children develop their understanding of language to the extent that they can manipulate words and phrases with increasing fluency; having broadened and deepened their understanding, they become more fluent.

National Curriculum Links:

Listen attentively to spoken language and show understanding by joining in and responding.
Present ideas and information orally to a range of audiences.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Read carefully and show understanding of words, phrases and simple writing.
Appreciate stories, songs, poems and rhymes in the language.
Explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words.
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.

Essential Prior Learning:

Days of the week
Verbs: regarder, écouter, jouer, manger, boire
Express a negative opinion: je n'aime pas ...