

*French*

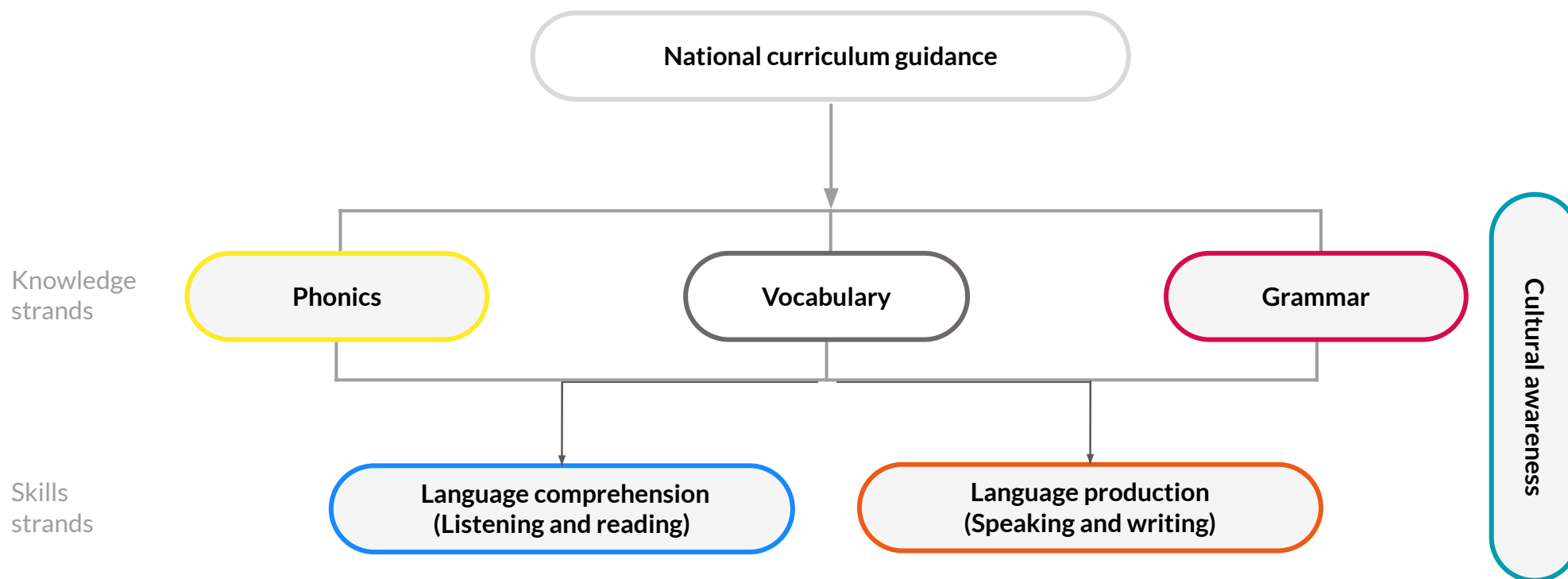


*Kapow  
Primary™*

National curriculum  
coverage

# How is the French scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their **Cultural awareness** of France and the French-speaking world.

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                          | Kapow Primary's<br>French strands             | Kapow Primary topics<br>Lower key stage 2 - Year 3 |                                                                 |                                                                   |                                    |                             |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------|-----------------------------|-----------------------------------------|
|                                                                                                                                          |                                               | <u>*French<br/>greetings with<br/>puppets</u>      | <u>*French<br/>adjectives of<br/>colour, size and<br/>shape</u> | <u>*French<br/>playground<br/>games -<br/>numbers and<br/>age</u> | <u>In a French<br/>classroom ♦</u> | <u>French<br/>transport</u> | <u>A circle of life<br/>in French ♦</u> |
| Listen attentively to spoken language and show understanding by joining in and responding.                                               | Language comprehension<br>Language production | ✓                                                  |                                                                 | ✓                                                                 |                                    |                             |                                         |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                  | Phonics<br>Vocabulary                         | ✓                                                  | ✓                                                               | ✓                                                                 |                                    | ✓                           |                                         |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*        | Language comprehension<br>Language production | ✓                                                  | ✓                                                               |                                                                   | ✓                                  | ✓                           |                                         |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.                                                    | Language production<br>Grammar                |                                                    | ✓                                                               | ✓                                                                 | ✓                                  | ✓                           | ✓                                       |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics<br>Language production                |                                                    | ✓                                                               | ✓                                                                 | ✓                                  | ✓                           |                                         |
| Present ideas and information orally to a range of audience.                                                                             | Language production                           |                                                    | ✓                                                               |                                                                   |                                    | ✓                           |                                         |
| Read carefully and show understanding of words, phrases and simple writing.                                                              | Language comprehension                        |                                                    |                                                                 | ✓                                                                 |                                    | ✓                           |                                         |

\*Units that are included in the condensed curriculum

♦ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                                                                                                                                                                                                                         | Kapow Primary's<br>French strands                | Kapow Primary topics<br>Lower key stage 2 - Year 3 |                                                                 |                                                                   |                                    |                             |                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------|-----------------------------|-----------------------------------------|
|                                                                                                                                                                                                                                                                                                                                         |                                                  | <u>*French<br/>greetings with<br/>puppets</u>      | <u>*French<br/>adjectives of<br/>colour, size and<br/>shape</u> | <u>*French<br/>playground<br/>games -<br/>numbers and<br/>age</u> | <u>In a French<br/>classroom</u> ♦ | <u>French<br/>transport</u> | <u>A circle of life<br/>in French</u> ♦ |
| Appreciate stories, songs, poems and rhymes in the language.                                                                                                                                                                                                                                                                            | Cultural awareness<br>Language<br>comprehension  |                                                    |                                                                 | ✓                                                                 |                                    |                             |                                         |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.                                                                                                                                                                    | Vocabulary<br>Language<br>comprehension          |                                                    | ✓                                                               |                                                                   |                                    |                             | ✓                                       |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.                                                                                                                                                                                                                                           | Language production                              |                                                    |                                                                 |                                                                   | ✓                                  | ✓                           | ✓                                       |
| Describe people, places, things and actions orally* and in writing.                                                                                                                                                                                                                                                                     | Language<br>comprehension<br>Language production |                                                    |                                                                 |                                                                   | ✓                                  |                             | ✓                                       |
| 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. | Grammar                                          |                                                    | ✓                                                               |                                                                   | ✓                                  | ✓                           | ✓                                       |

\*Units that are included in the condensed curriculum

♦ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                          | Kapow Primary's<br>French strands                | Kapow Primary topics<br>Lower key stage 2 - Year 4 |                                                         |                                                             |                                                   |                                       |                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|---------------------------------------|-------------------------------------------------------|
|                                                                                                                                          |                                                  | <u>*Portraits -<br/>describing in<br/>French</u>   | <u>*Clothes -<br/>getting<br/>dressed in<br/>France</u> | <u>*French<br/>numbers,<br/>calendars and<br/>birthdays</u> | <u>French<br/>weather and<br/>the water cycle</u> | <u>*French food -<br/>Miam, miam!</u> | <u>French and the<br/>Eurovision<br/>Song Contest</u> |
| Listen attentively to spoken language and show understanding by joining in and responding.                                               | Language<br>comprehension<br>Language production | ✓                                                  | ✓                                                       | ✓                                                           | ✓                                                 | ✓                                     | ✓                                                     |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                  | Phonics<br>Vocabulary                            | ✓                                                  |                                                         | ✓                                                           | ✓                                                 |                                       |                                                       |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*        | Language<br>comprehension<br>Language production | ✓                                                  | ✓                                                       | ✓                                                           | ✓                                                 | ✓                                     | ✓                                                     |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.                                                    | Language production<br>Grammar                   |                                                    |                                                         |                                                             | ✓                                                 |                                       | ✓                                                     |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics<br>Language production                   |                                                    |                                                         | ✓                                                           |                                                   |                                       | ✓                                                     |
| Present ideas and information orally to a range of audience.                                                                             | Language production                              |                                                    |                                                         | ✓                                                           | ✓                                                 |                                       | ✓                                                     |
| Read carefully and show understanding of words, phrases and simple writing.                                                              | Language<br>comprehension                        | ✓                                                  | ✓                                                       | ✓                                                           | ✓                                                 | ✓                                     | ✓                                                     |

\*Units that are included in the condensed curriculum

♦ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                                                                                                                                                                                                                         | Kapow Primary's<br>French strands             | Kapow Primary topics<br>Lower key stage 2 - Year 4 |                                                         |                                                             |                                                   |                                       |                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|---------------------------------------|-------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                         |                                               | <u>*Portraits -<br/>describing in<br/>French</u>   | <u>*Clothes -<br/>getting<br/>dressed in<br/>France</u> | <u>*French<br/>numbers,<br/>calendars and<br/>birthdays</u> | <u>French<br/>weather and<br/>the water cycle</u> | <u>*French food -<br/>Miam, miam!</u> | <u>French and the<br/>Eurovision<br/>Song Contest</u> |
| Appreciate stories, songs, poems and rhymes in the language.                                                                                                                                                                                                                                                                            | Cultural awareness<br>Language comprehension  |                                                    | ✓                                                       |                                                             |                                                   |                                       |                                                       |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.                                                                                                                                                                    | Vocabulary<br>Language comprehension          |                                                    | ✓                                                       | ✓                                                           | ✓                                                 | ✓                                     | ✓                                                     |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.                                                                                                                                                                                                                                           | Language production                           |                                                    | ✓                                                       |                                                             |                                                   |                                       | ✓                                                     |
| Describe people, places, things and actions orally* and in writing.                                                                                                                                                                                                                                                                     | Language comprehension<br>Language production | ✓                                                  | ✓                                                       |                                                             |                                                   |                                       |                                                       |
| 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. | Grammar                                       | ✓                                                  | ✓                                                       |                                                             |                                                   |                                       |                                                       |

\*Units that are included in the condensed curriculum

◆ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                          | Kapow Primary's<br>French strands                | Kapow Primary topics<br>Lower key stage 2 - Year 5 |                                              |                                |                                  |                                    |                                   |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|----------------------------------------------|--------------------------------|----------------------------------|------------------------------------|-----------------------------------|
|                                                                                                                                          |                                                  | <u>*French<br/>monster pets</u>                    | <u>Space<br/>exploration - in<br/>French</u> | <u>*Shopping in<br/>France</u> | <u>French<br/>speaking world</u> | <u>*Verbs in a<br/>French week</u> | <u>*Meet my<br/>French family</u> |
| Listen attentively to spoken language and show understanding by joining in and responding.                                               | Language<br>comprehension<br>Language production |                                                    |                                              | ✓                              | ✓                                |                                    |                                   |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                  | Phonics<br>Vocabulary                            | ✓                                                  | ✓                                            | ✓                              |                                  |                                    |                                   |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*        | Language<br>comprehension<br>Language production |                                                    | ✓                                            |                                | ✓                                |                                    | ✓                                 |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.                                                    | Language production<br>Grammar                   | ✓                                                  | ✓                                            | ✓                              |                                  | ✓                                  | ✓                                 |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics<br>Language production                   | ✓                                                  |                                              | ✓                              | ✓                                | ✓                                  | ✓                                 |
| Present ideas and information orally to a range of audiences.                                                                            | Language production                              | ✓                                                  | ✓                                            | ✓                              | ✓                                |                                    | ✓                                 |
| Read carefully and show understanding of words, phrases and simple writing.                                                              | Language<br>comprehension                        | ✓                                                  |                                              | ✓                              | ✓                                |                                    | ✓                                 |

\*Units that are included in the condensed curriculum

◆ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                                                                                                                                                                                                                         | Kapow Primary's<br>French strands             | Kapow Primary topics<br>Lower key stage 2 - Year 5 |                                                       |                                         |                                           |                                             |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------|-------------------------------------------------------|-----------------------------------------|-------------------------------------------|---------------------------------------------|--------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                         |                                               | <a href="#">*French<br/>monster pets</a>           | <a href="#">Space<br/>exploration - in<br/>French</a> | <a href="#">*Shopping in<br/>France</a> | <a href="#">French<br/>speaking world</a> | <a href="#">*Verbs in a<br/>French week</a> | <a href="#">*Meet my<br/>French family</a> |
| Appreciate stories, songs, poems and rhymes in the language.                                                                                                                                                                                                                                                                            | Cultural awareness<br>Language comprehension  |                                                    |                                                       |                                         |                                           | ✓                                           |                                            |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.                                                                                                                                                                    | Vocabulary<br>Language comprehension          | ✓                                                  |                                                       | ✓                                       |                                           | ✓                                           |                                            |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.                                                                                                                                                                                                                                           | Language production                           | ✓                                                  | ✓                                                     | ✓                                       |                                           |                                             | ✓                                          |
| Describe people, places, things and actions orally* and in writing.                                                                                                                                                                                                                                                                     | Language comprehension<br>Language production | ✓                                                  | ✓                                                     |                                         | ✓                                         | ✓                                           | ✓                                          |
| 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. | Grammar                                       | ✓                                                  | ✓                                                     | ✓                                       |                                           | ✓                                           | ✓                                          |

\*Units that are included in the condensed curriculum

◆ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                          | Kapow Primary's<br>French strands                | Kapow Primary topics<br>Lower key stage 2 - Year 6 |                                      |                                |                                       |                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|--------------------------------------|--------------------------------|---------------------------------------|---------------------------------------|
|                                                                                                                                          |                                                  | <u>*French sport<br/>and the<br/>Olympics</u>      | <u>French football<br/>champions</u> | <u>*In my French<br/>house</u> | <u>*Planning a<br/>French holiday</u> | <u>*Visiting a<br/>town in France</u> |
| Listen attentively to spoken language and show understanding by joining in and responding.                                               | Language<br>comprehension<br>Language production | ✓                                                  |                                      | ✓                              | ✓                                     | ✓                                     |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                  | Phonics<br>Vocabulary                            |                                                    | ✓                                    | ✓                              |                                       |                                       |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*        | Language<br>comprehension<br>Language production | ✓                                                  |                                      | ✓                              |                                       | ✓                                     |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.                                                    | Language production<br>Grammar                   |                                                    |                                      | ✓                              | ✓                                     | ✓                                     |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | Phonics<br>Language production                   |                                                    | ✓                                    | ✓                              |                                       |                                       |
| Present ideas and information orally to a range of audience.                                                                             | Language production                              |                                                    |                                      | ✓                              | ✓                                     |                                       |
| Read carefully and show understanding of words, phrases and simple writing.                                                              | Language<br>comprehension                        |                                                    |                                      | ✓                              | ✓                                     | ✓                                     |

\*Units that are included in the condensed curriculum

◆ Some lessons from this unit are included in the condensed curriculum

# National Curriculum by Kapow Primary's themes and units

| Key stage 2 -<br>National Curriculum French subject<br>content:                                                                                                                                                                                                                                                                         | Kapow Primary's<br>French strands             | Kapow Primary topics<br>Lower key stage 2 - Year 6 |                                      |                                |                                       |                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------|--------------------------------------|--------------------------------|---------------------------------------|---------------------------------------|
|                                                                                                                                                                                                                                                                                                                                         |                                               | <u>*French sport<br/>and the<br/>Olympics</u>      | <u>French football<br/>champions</u> | <u>*In my French<br/>house</u> | <u>*Planning a<br/>French holiday</u> | <u>*Visiting a<br/>town in France</u> |
| Appreciate stories, songs, poems and rhymes in the language.                                                                                                                                                                                                                                                                            | Cultural awareness<br>Language comprehension  |                                                    |                                      |                                |                                       |                                       |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.                                                                                                                                                                    | Vocabulary<br>Language comprehension          | ✓                                                  | ✓                                    | ✓                              | ✓                                     | ✓                                     |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.                                                                                                                                                                                                                                           | Language production                           |                                                    |                                      | ✓                              | ✓                                     | ✓                                     |
| Describe people, places, things and actions orally* and in writing.                                                                                                                                                                                                                                                                     | Language comprehension<br>Language production |                                                    |                                      | ✓                              | ✓                                     |                                       |
| 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. | Grammar                                       | ✓                                                  |                                      |                                | ✓                                     | ✓                                     |

\*Units that are included in the condensed curriculum

◆ Some lessons from this unit are included in the condensed curriculum

# Cross-curricular links - Year 3

| National curriculum subjects | Kapow Primary topics<br>Key stage 2 - Year 3                                                                                               |                                                                                   |                                                                                           |                                                                                                  |                                                                                                                   |                                                                                                                                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <a href="#">*French greetings with puppets</a>                                                                                             | <a href="#">*French adjectives of colour, size and shape</a>                      | <a href="#">*French playground games - numbers and age</a>                                | <a href="#">In a French classroom ♦</a>                                                          | <a href="#">French transport</a>                                                                                  | <a href="#">A circle of life in French ♦</a>                                                                                                                |
| English                      | <b>Spoken language</b> - knowing we use formal and informal language on different occasions, performing a puppet conversation to the class | <b>Grammar</b> - considering differences in word order between French and English | <b>Grammar</b> - considering differences in sentence structure between French and English | <b>Spoken language</b> - planning and delivering an oral presentation 'Dans mon sac' (In my bag) | <b>Spoken language</b> - learning strategies for remembering new vocabulary                                       | <b>Grammar</b> - identifying word classes, discussing dictionary skills                                                                                     |
| Maths                        |                                                                                                                                            | Recapping basic 2D shape names, completing a tangram puzzle (extension)           | Solving algebra problems to work out unknown French numbers                               |                                                                                                  | Creating a pictogram showing how children travel to school                                                        | Solving logic puzzles, using a Venn diagram for sorting                                                                                                     |
| Science                      |                                                                                                                                            |                                                                                   |                                                                                           |                                                                                                  |                                                                                                                   | <b>Living things in their habitats (Y4)</b> Considering the habitats of animals, learning about life cycles of some animals and plants, showing food chains |
| Art and design               | Making a finger puppet                                                                                                                     | Looking at the art of Henri Matisse, creating Matisse-inspired artwork            |                                                                                           |                                                                                                  |                                                                                                                   | Creating and decorating a food chain flip                                                                                                                   |
| Computing                    |                                                                                                                                            | Using art software to create a festive scene                                      |                                                                                           |                                                                                                  |                                                                                                                   |                                                                                                                                                             |
| Geography                    | Recognising famous Paris landmarks                                                                                                         |                                                                                   | Recognising famous Paris landmarks                                                        | Comparing school life in France with school life in Britain                                      | Learning about different modes of transport from around the world, using maps to locate cities and their capitals |                                                                                                                                                             |
| Music                        | Singing a finger rhyme together with different partners                                                                                    |                                                                                   | Singing French finger rhymes                                                              |                                                                                                  | Creating their own version of a song and performing to an audience                                                |                                                                                                                                                             |
| RSE/PSHE                     | Considering how they are feeling                                                                                                           | Using manners when asking for something                                           |                                                                                           |                                                                                                  | Discussing the right to education                                                                                 |                                                                                                                                                             |

# Cross-curricular links - Year 4

| National curriculum subjects | Kapow Primary topics<br>Key stage 2 - Year 4                                                          |                                                                                            |                                                                                                                         |                                                                                                     |                                                                                    |                                                                                                                  |
|------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                              | <a href="#">*Portraits - describing in French</a>                                                     | <a href="#">*Clothes - getting dressed in France</a>                                       | <a href="#">*French numbers, calendars and birthdays</a>                                                                | <a href="#">French weather and the water cycle</a>                                                  | <a href="#">*French food - Miam, miam!</a>                                         | <a href="#">French and the Eurovision Song Contest</a>                                                           |
| English                      |                                                                                                       | Grammar - Comparing adjectival position in French and English                              | Spoken language - presenting their wish lists to the class                                                              | Spoken language - presenting a weather report to the class                                          | Spoken language - role-playing being in a cafe or restaurant                       | Developing dictionary skills by using bilingual dictionaries                                                     |
| Maths                        |                                                                                                       |                                                                                            | Completing maths calculations in French, recapping the days of the week and the months of the year in order             | Revising points of the compass                                                                      | Learning about currency conversion, completing mathematical calculations in French |                                                                                                                  |
| Science                      |                                                                                                       |                                                                                            |                                                                                                                         | Learning about the processes of the water cycle                                                     |                                                                                    |                                                                                                                  |
| Art and design               | Learning about the Louvre and looking at art collections on the website, learning about the Mona Lisa | Designing outfits using either cuttings from magazines, clothes from home, collage or pens |                                                                                                                         |                                                                                                     |                                                                                    |                                                                                                                  |
| Geography                    |                                                                                                       |                                                                                            | Learning about different festivals and national days celebrated in France, comparing celebrations in different cultures | Revising points of the compass, talking about weather, identifying countries around Europe on a map |                                                                                    | Researching European countries, recognising flags of some of the European countries                              |
| History                      | Learning about the history of the Louvre art gallery                                                  |                                                                                            |                                                                                                                         |                                                                                                     |                                                                                    |                                                                                                                  |
| Music                        |                                                                                                       | Listening carefully to the lyrics of a song                                                |                                                                                                                         | Learning a weather rap and performing to the class                                                  |                                                                                    | Recognising musical instruments, writing song lyrics for a Eurovision song contest entry, performing their entry |
| PE                           |                                                                                                       |                                                                                            |                                                                                                                         |                                                                                                     |                                                                                    | Performing the actions to a dance                                                                                |
| RSE/PSHE                     | Knowing some words that describe personality traits                                                   | Understanding that other people may have different opinions and respecting them            | Remembering to use manners                                                                                              | Remembering to use manners                                                                          |                                                                                    | Understanding that other people may have different opinions and respecting them                                  |

# Cross-curricular links - Year 5

| National curriculum subjects | Kapow Primary topics<br>Key stage 2 - Year 5                                                                                                          |                                                                                              |                                                                                                                                           |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                              | <a href="#">*French monster pets</a>                                                                                                                  | <a href="#">Space exploration - in French</a>                                                | <a href="#">*Shopping in France</a>                                                                                                       | <a href="#">French speaking world</a>                                                                                                                                                                                                                                               | <a href="#">*Verbs in a French week</a>                                                                                                                                                      | <a href="#">*Meet my French family</a>                                                                                  |
| English                      | <b>Grammar</b> - understanding the terms 'singular' and 'plural', considering punctuation, practising dictionary skills (with a bilingual dictionary) | <b>Writing</b> - using metaphors and similes                                                 | <b>Spoken language</b> - retelling a story using a story map as a prompt<br><b>Grammar</b> - comparing French and English text structures |                                                                                                                                                                                                                                                                                     | <b>Grammar</b> - learning about verbs and verb conjugation, understanding what subject pronouns are and recognising them in French<br><b>Spoken language</b> - presenting ideas to the class | <b>Grammar</b> - discussing the use of adjectives in descriptive writing and the use of connectives to extend sentences |
| Maths                        | Using a Carroll diagram to sort nouns                                                                                                                 |                                                                                              | Writing money using the decimal place                                                                                                     | Using the 8 points of the compass to describe the position of countries, interpreting data shown in graphs, bar charts and tables                                                                                                                                                   |                                                                                                                                                                                              |                                                                                                                         |
| Science                      | Learning about the Komodo Dragon's habitat and diet.                                                                                                  | Learning about the solar system, naming the planets and comparing their size and temperature |                                                                                                                                           |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                         |
| Geography                    |                                                                                                                                                       |                                                                                              |                                                                                                                                           | Using the 8 points of the compass, recognising flags of different countries, describing the position of countries in relation to one another on a map, looking at climate data and making comparisons between countries, finding out key facts about some French-speaking countries |                                                                                                                                                                                              |                                                                                                                         |
| History                      |                                                                                                                                                       | Learning where the names for the days of the week originated                                 |                                                                                                                                           |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                         |
| Music                        |                                                                                                                                                       |                                                                                              | Singing to practise the days of the week                                                                                                  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                         |
| RSE/PSHE                     |                                                                                                                                                       |                                                                                              |                                                                                                                                           | Discussing the dangers of stereotyping when considering life in other countries                                                                                                                                                                                                     |                                                                                                                                                                                              | Talking about family trees                                                                                              |

# Cross-curricular links - Year 6

| National curriculum subjects | Kapow Primary topics<br>Key stage 2 - Year 6                                                                                    |                                                                                 |                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                                  |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <a href="#">*French sport and the Olympics</a>                                                                                  | <a href="#">French football champions</a>                                       | <a href="#">*In my French house</a>                                                                         | <a href="#">*Planning a French holiday</a>                                                                                                                                                              | <a href="#">*Visiting a town in France</a>                                                                                                                                       |
| English                      | <b>Grammar</b> - knowing that prepositions tell us when or where something is in relation to something else                     | <b>Spelling</b> - learning strategies for practising spelling of new vocabulary | <b>Grammar</b> - knowing that prepositions tell us when or where something is in relation to something else | <b>Grammar</b> - understanding when to use the future tense, present tense and near-future tense<br><b>Reading</b> - using the context of a sentence/text to work out the meaning of unknown vocabulary | <b>Spoken language</b> - performing a prepared role-play conversation to the class, using connectives to justify opinions<br><b>Grammar</b> - identifying word classes in a text |
| Maths                        |                                                                                                                                 |                                                                                 |                                                                                                             | Calculating and comparing the duration of journeys                                                                                                                                                      |                                                                                                                                                                                  |
| Art and design               |                                                                                                                                 |                                                                                 |                                                                                                             |                                                                                                                                                                                                         | Designing a tourism information leaflet about the local area                                                                                                                     |
| Computing                    |                                                                                                                                 | Using the internet to search for information on footballers                     |                                                                                                             | Navigating French accommodation websites, inputting research into a holiday planning spreadsheet                                                                                                        | Navigating local tourism website                                                                                                                                                 |
| Geography                    | Looking at maps of the world and identifying countries of the UK and Europe                                                     |                                                                                 |                                                                                                             | Locating the countries of Europe on a map                                                                                                                                                               | Using a map to direct each other in French, learning about some Paris landmarks                                                                                                  |
| PE                           | Learning about competitive sports events such as the Tour de France and the Olympic games, playing the French sport of pétanque | Learning about the world cup and famous footballers                             |                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                                  |
| RSE/PSHE                     | Giving their opinions on sports they enjoy and respecting the opinions of others                                                | Developing awareness that their peers may come from a range of different places |                                                                                                             |                                                                                                                                                                                                         | Learning about the difficult journeys many children make to school to ensure their right to education                                                                            |

This page shows recent updates to this document.

| Date     | Update                                                                                                         |
|----------|----------------------------------------------------------------------------------------------------------------|
| 02.08.22 | Cross-curricular links pages added (p.11 - p.14), Unit titles changed to reflect title changes on the website. |
| 17.08.23 | Strands changed to reflect the new structure of our French curriculum (p.2-p.10)                               |
| 29.08.23 | Updated and corrected to reflect the new refreshed content on the website. (p.3-10).                           |