

French Long Term Plan



Autumn Term

Spring Term

Summer Term

At Spring Grove Primary School French is our chosen Modern Foreign Language and is taught in half termly units of work starting in Year Three. On our Subject Long Term Plan, learning is presented in a consistent manner as detailed below:

Autumn One: Bonjour!

First notions of gender

Ask and answer questions

Recognise cognates

Greet and say goodbye to someone

Ask someone's name and give your own

Ask how someone is and respond to the same question

Count numbers 1–10

Identify musical instruments

Term Coverage and Unit Name

Grammar and skills focus

Listening

Speaking

Reading

Writing

Grammar

Cultural Awareness

Unit Overview

National Curriculum Focus

The focus of study in modern languages will be on practical communication as stated by the National Curriculum and each unit of work encompasses:

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 Languages
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.

French in
Key Stage Two

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<p>Year Three</p>	<p>Autumn One: Bonjour! <i>First notions of gender</i> <i>Ask and answer questions</i> <i>Recognise cognates</i></p> <p>Greet and say goodbye to someone Ask someone's name and give your own Ask how someone is and respond to the same question Count numbers 1–10 Identify musical instruments</p> <p>Autumn Two: En Classe <i>gender of different nouns</i> <i>Ask and answer questions</i> <i>Use context to determine meaning</i> <i>Compare different languages</i> <i>Take part in a simple dialogue</i></p> <p>Identify classroom objects Identify colours, and describe an object's colour Say your age Recognise and repeat classroom instructions</p>	<p>Spring One: Mon Corps <i>Gender of different nouns</i> <i>The definite article</i> <i>Simple word order, simple facial and character descriptions</i> <i>Simple adjectival agreement (for more able pupils)</i></p> <p>Identify parts of the body Describe eyes and hair Recognise days of the week Give basic character descriptions</p> <p>Spring Two: Les Animaux <i>Gender of different nouns</i> <i>Recognise negative form</i> <i>Count numbers 11–20</i> <i>Give names and descriptions in the third person (he/she)</i></p> <p>Identify animals and pets Recognise and use numbers 11–20 Give someone's name Describe someone</p>	<p>Summer One: La Famille <i>Gender of different family members and nouns</i> <i>Spell words using the French alphabet</i> <i>Describe position using basic prepositions 'sur' and 'dans' and familiar language</i></p> <p>Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions 'sur' and 'dans' to describe position</p> <p>Summer Two: Bon Anniversaire <i>Gender of different nouns for food</i> <i>Understand and reply to questions on food wanted</i> <i>Count numbers up to 31</i> <i>Use numbers up to 31 together with months to form dates</i></p> <p>Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates</p>
	<p>Year Four</p>	<p>Autumn One: Encore! <i>Revision of variety of avoir phrases</i> <i>Recognise and use third person singular (il/elle) with avoir</i> <i>Use être phrases with adjectives</i> <i>Recognise different adjective endings</i></p> <p>Revise describing people using adjectives Describe someone's nationality</p> <p>Autumn Two: Quelle heure est-il? <i>Use several present tense verbs to describe activities</i> <i>Produce short phrases orally</i> <i>Produce short phrases in writing,</i> <i>Express the time separately and in phrases with other verbs</i></p> <p>To use present tense to talk about activities To tell the time To talk about when you do activities</p>	<p>Spring One: Les fêtes <i>Give dates for festivals through the year</i> <i>Ask for various presents</i> <i>Count up to 60</i> <i>Understand and give imperative instructions</i> <i>Recognise plural forms</i></p> <p>To talk about festivals and dates To talk about presents at festivals To count from 31-60 To give and understand instructions</p> <p>Spring Two: Où vas-tu? <i>Recognise various French cities</i> <i>Ask and answer where you are going using je vais à..., Understand and give imperative instructions for directions</i> <i>Form weather expressions using impersonal il... expressions</i> <i>Describe the weather in a certain location in a short sentence</i></p> <p>To talk about going to French cities To give and understand basic directions To talk about the weather To talk about the weather in relation to places in France</p>

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<p>Year Five</p>	<p>Autumn One: Salut Gustave! <i>Ask and answer questions</i> <i>Recognise and use plural forms</i> <i>Use a negative</i> <i>Use 3rd person avoir in positive and negative statements</i> <i>Manipulate language by changing an element in a sentence</i> <i>Use 3rd person être in positive and negative sentences</i> <i>Understand and use agreements of adjectives (singular)</i> <i>Recognise patterns in simple sentences</i></p> <p>To greet people and give personal information To ask and talk about sisters and brothers To say what other people have and not have using 3rd person avoir To say what people are like using 3rd person être including negatives</p> <p>Autumn Two: A l'école <i>Understand and use the definite article correctly: le/la/l'/les</i> <i>Express opinions</i> <i>Use correct intonation when asking a question</i> <i>Understand that there is not always a direct equivalent to each English word in French</i> <i>Form longer sentences</i></p> <p>To name school subjects To talk about likes and dislikes at school To ask and say the time To talk about timings of the school day</p>	<p>Spring One: La Nourriture <i>Understand and use au/à la/à l' when referring to flavours of foods</i> <i>Learn gender when learning new words</i> <i>Give instructions in the vous form</i> <i>Understand and use negatives</i> <i>Use the plural form of some food vocabulary</i> <i>Integrate new vocabulary into previously learned language</i></p> <p>To ask politely for food items To describe how to make a sandwich To express opinions about food To talk about healthy and unhealthy food</p> <p>Spring Two: En Ville <i>Use le /la /l' correctly with places</i> <i>Use sequencers d'abord, ensuite, enfin to say longer sentences.</i> <i>Give instruction using the vous form</i> <i>Use prepositions au/à la /à l' with places</i> <i>Recognise language patterns and deduce rules</i> <i>Incorporate known language into new structures</i></p> <p>To name places in the town To ask the way and give directions To say where you are going To give the time and say where you are going</p>	<p>Summer One: En Vacances <i>Use au/à la /à correctly with places</i> <i>Recognise patterns and apply knowledge of rules</i> <i>Express opinions</i> <i>Use je vais + infinitive to talk about future plans,</i> <i>Apply grammatical knowledge to make sentences</i> <i>Make longer sentences</i></p> <p>To ask and say where you're going on holiday To express opinions about holidays To talk about where you're going on holiday To talk about holiday plans</p> <p>Summer Two: Chez Moi <i>Use il y a + indefinite article</i> <i>Use c'est + adjectives</i> <i>Join sentences with et</i> <i>Practise new language with a friend</i></p> <p>To name rooms in the house To describe the rooms in the house To say what people do at home To say what people do and where</p>
<p>Year Six</p>	<p>Autumn One: Le weekend <i>Use several verbs in 1st person</i> <i>Recognise patterns in French</i> <i>Build longer sentences</i> <i>Adapt sentences to say different things</i> <i>Use negatives</i> <i>Use verbs in 3rd person</i> <i>Listen for clues</i> <i>Use j'aime/je n'aime pas, etc. with an infinitive</i></p> <p>To ask and talk about regular activities To say what you don't do To ask and say what other people do To talk about what you like/dislike doing</p> <p>Autumn Two: Les vêtements <i>Using des with plural words</i> <i>Giving opinions using c'est...</i> <i>Using et and mais to make longer sentences</i> <i>Agreement of adjectives</i> <i>Practising new language with a friend</i></p> <p>To ask and say what clothes you'd like To give opinions about clothes To say what clothes you wear To ask and talk about prices (including numbers 60-80)</p>	<p>Spring One: Ma journée <i>Use 1st person present tense including some reflexives</i> <i>Make longer sentences with times</i> <i>Formulate questions</i> <i>Use et to join sentences together</i> <i>Read longer reading texts</i> <i>Use adverbs and time expressions to make longer paragraphs</i></p> <p>To ask and talk about daily routine To talk about times of daily routine To ask and talk about breakfast To talk about details of a typical day</p> <p>Spring Two: Les transports <i>Use prepositions en and à with transports</i> <i>Listen for clues to meaning</i> <i>Use propositions au/à la /à l' with places</i> <i>Using knowledge of word, text and structure to build texts</i> <i>Use on va + infinitives to talk about future plans</i> <i>Use time indicators</i> <i>Use context and previous knowledge to help reading skills</i> <i>Ask politely for things</i></p> <p>To talk about forms of transport To ask and talk about where you're going and how you get there To talk about plans for a trip</p>	<p>Summer One: Le sport <i>Use the definite article with sports</i> <i>Spot patterns in French</i> <i>Use conjunctions et and mais</i> <i>Devise and ask questions</i> <i>Give reasons for opinions</i> <i>Use known language in new contexts</i> <i>Read and write longer texts</i> <i>Present information about sports</i></p> <p>To talk about which sports you like To say what you think of different sports To give reasons for preferences To talk about a sporting event</p> <p>Summer Two: On va faire la fête! <i>Prepositions: au/à la/à l' + places; en/à + transports</i> <i>Use je vais + infinitive to talk about future plans</i> <i>Use 3rd person verbs including avoir and être</i> <i>Use agreement of adjectives</i> <i>Use negatives</i> <i>Express opinions in different ways</i> <i>Use plurals of food words</i> <i>Use reading strategies to cope with authentic texts</i> <i>Ask for things politely</i></p>

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		To be able to buy tickets at a station	To revise forms of transport, places and immediate future plans To revise descriptions of people and clothes To revise opinions of food and clothes To order food in a cafe
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