Long Term Plan: French

	Term 1	Term 2	Term 3
Year 3	**Early Level** **I am learning French**	**Early Level** **Animals & Two little Dickie Birds Rhyme**	**Early Level** **Fruits**
	Subject Content Outline	**Subject Content Outline**	**Subject Content Outline**
	Phonics • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • Geography and Facts about France and the Francophone world • Greetings • Ask and tell feelings • Ask and give name • Introduction to some French female and male's names • Numbers 0-10 • Do simple Maths in French using the mathematical symbols in French • 10 Colours • Ask and say favourite colour **Grammar** • Recognise first person pronoun, 'I'	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • Know 10 animals with their correct indefinite article/determiner • Use bilingual dictionary to find other animals • Use the 1st person singular form of the verb **être** (to be), **je suis** (I am) • Build sentences using: Je suis + animal + colour • Learn recite and write Two Dicky Birds rhyme in French from memory **Grammar** • Explore the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. • Learn that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** (for masculine nouns) and **une** (for feminine nouns). • Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French • Colour adjective order in a sentence – adjective goes after the noun	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • Know 10 common fruit nouns with their determiner in French, **'a/an'** and plural, **'the'**. • Use bilingual dictionary to find other animals • Ask somebody if they like a particular fruit • Say what fruits we like and dislike: **'I like'/'I do not like**' plus a particular fruit **Grammar** • Nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). • The indefinite article/determiner has two forms: **un** (for masculine nouns) and **une** (for feminine nouns). • Understand that the plural definite article/determiner is **les** in French and seeing that this is not affected by gender. There is only one plural option. • Question, affirmative and negative structures of **aimer** (to like) - **'Est-ce que tu aimes…?'** (Do you like…?) / **'j'aime'** (I like) / **'je n'aime pas'** (I do not like)
Year 4	**Intermediate Level** **Presenting myself & Numbers 10-20**	**Intermediate Level** **Pets**	**Intermediate Level** **Family & Numbers 20-100**
	Subject Content Outline	**Subject Content Outline**	**Subject Content Outline**

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Year 5	**Intermediate Level** **In the classroom**	**Intermediate Level** **Dates & Weather**	**Intermediate Level** **At The Cafe**
	Subject Content Outline	**Subject Content Outline**	**Subject Content Outline**

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	Phonics • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • Know twelve common classroom objects with their correct indefinite articles (**un/une**)/determiner **des** (some) • Describe what we have and do not have in our pencil case/rucksack • Add colour adjective to the sentences • Classroom facts is France: pupils in France have to buy their own school stationary. School only supply text books. Children carry rucksacks to school. No school uniform. Classroom layout different-usually tables in rows, facing the front. **Grammar** • Indefinite articles (un/une) /determiner des (some for plural nouns-one plural form only, not affected by gender) • Revisit **j'ai**… ('I have') to learning the negative option **je n'ai pas de/d'**…('I do not have') in French • Move from an indefinite determiner **un/une** (a) and determiner **des** (some) to a possessive adjective (my) in French – **mon** (for masculine nouns), **ma** (for feminine nouns) and **mes** (for plural nouns-one plural form only, not affected by gender) • Question and answer of what I have and don't have in my pencil case - **Qu'est-ce qu'il y a…?** (what is there….?) **J'ai**… ('I have'), **je n'ai pas de…**(I don't have) • Colour adjective word order in sentences in French – J'ai un stylo vert (I have a green pen) • Use connectives **et** (and) and **mais** (but) to make more complex and interesting sentences - J'ai un stylo vert **et** un stylo bleu **mais** je n'ai pas de stylo noir (I have a green pen **and** a blue pen but I don't a black pen)	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** **Dates** • Seven days of the week, the twelve months of the year and numbers 1-31 • Ask and answer what the date is in French • Ask and answer the question 'when is your birthday?' in French **Weather** • 9 weather expressions • Ask what the weather is today and give a reply in French • Describe the weather in different part of France using compass point, dans le **nord/sud/est/oust/centre** de la France (north/south/est/ouest) **Grammar** **Dates** • Months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • The only ordinal number for saying the date in French is the 1st (premier/1er) – Jeudi 4 mars (Thursday 4th March) **Weather** • Use adverbs **un peu** (a bit) and **très** (very) to make more complex and interesting sentences – il fait **très** froid (it's very cold) / il fait **un peu** froid (it's a bit cold) • Use connectives **et** (and) and **mais** (but) to make more complex and interesting sentences - il fait **très** froid **et** il neige **mais** il a du soleil (it's **very** cold **and** it's snowing **but** it's sunny)	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks • Language to perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as' hello', 'can I have…', 'the bill please', 'thank you' and 'goodbye'. • Describe what we have and do not have in our pencil case/rucksack • Add colour adjective to the sentences **Grammar** • Realise that articles/determiners can be interchangeable from indefinite, definite or partitive depending on meaning and what you want to say. I would like **a (un)** croissant but **some (du)** butter. • There are many versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in French (**un/une** (a,an) - **du/de la/des** (some) • **Je voudrais** is the verb conjugation for I would like/want. From the verb vouloir to want
Year 6	**Progressive Level** **At School**	**Progressive Level** **The Weekend**	**Progressive Level** **Healthy Lifestyle**
	Subject Content Outline	**Subject Content Outline**	**Subject Content Outline**
	Phonics • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork. **Vocabulary** • 10 nouns with their correct definite articles **'the'** for school subjects we study in school in French with the correct definite article **le/la/l'/les** • Express positive and negative opinions - Likes and dislikes in relation to school subjects, favourite subjects – **J'adore** (I love), **J'aime** (I like), je **n'aime pas** (I don't like), **je déteste** (I hate) • 7 reasons (adjectives) for likes and dislikes in relation to school subjects	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork **Vocabulary** • Tell the time in French using quarter past, half past and quarter to • Ten phrases on activities to do at the weekend • integrate 'at…' plus a time into spoken and written work about weekend activities • Express opinion on the activities using 6 adjectives and conjunctions **Grammar**	**Phonics** • Refer to the Unit Vocabulary List provided to the children at the start • In the Unit Vocabulary List, key sounds are highlighted in bold blue and silent letters are underlined. The language and its embedded sounds are introduced simultaneously so that children learn the sound-spelling link. There is no guesswork **Vocabulary** • Twenty foods and beverages that are considered good/bad for your health • Six activities that you should try and do and 2 activities that you should try not to do to stay healthy • Say and write the activities we do and do not do to stay in shape including a choice of physical activities

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	• Tell the time on the hour in French • Say at what time, and on which day I study a particular subject in French • French Survey - Favourite subjects of French children of similar age **Grammar** • Definite article **le/la/l'/les** • Use conjunctions **et** (and) and **mais** (but), **parce que** (because), **car** (because), **cependant** (nevertheless), **aussi** (also) to make more complex sentences and expand opinion • Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation	• Variety of first person singular high frequency verbs such as **je vais** (I go), **je joue** (I play**)**, **je regarde** (I watch), **je lis** (I read) and the reflexive verbs **je me lève** (I get up) and **je me couche** (I go to bed) • Use of preposition, conjunctions, adverbs **et** (and) and **mais** (but), **parce que** (because), **car** (because), **cependant** (nevertheless), **aussi** (also), **plus tard** (later on), **finalement** (finally) to make more complex sentences and expand opinion	• Follow a simple, healthy recipe in French and create own recipe in French **Grammar** • Partitive article in French **du/de la/des** (some) – depending on gender and number of noun • First person singular conjugation of high frequency verbs • Use of negative and imperative instructions • Use of **manger** (to eat) in first person singular (**je mange**-I eat) and also boire (to drink / **je bois-**I drink) also in their negative form (**je ne mange pas / je ne bois pas**) • Explore verbs in the imperative form to give instructions such as **épluchez** (peel), **coupez** (cut), **ajouez** (add), **râpez** (grate), **faîtes cuire** (cook)