



French  
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 3	<p><b><u>Phonetics Lesson 1 (C) &amp; I'm Learning (J'apprends le français) (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say colours and numbers 1-10. Role play on saying how you are and what your name is. <b>Listening:</b> Listen to model role-plays and infer meaning. Numbers listening activities. <b>Reading:</b> Match colours to written form. Match written form of numbers to digits. <b>Writing:</b> Create name labels. Written activities in the lessons 1-5. <b>Grammar:</b> - <b>Cultural awareness:</b> Find France on a map and recall at least one Francophone country</p> <p><b>Key:</b> <b>C = Core lesson</b> <b>E = Early Language Learning Units</b> <b>CVE = Core Vocabulary and Extras Units</b></p>	<p><b><u>Seasons (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Learn individual seasons (noun + definite article) and build towards saying a short phrase about the key characteristics of each season by lesson 5. <b>Listening:</b> Matching each season to a picture, word or phrase. Understanding slightly longer text and starting to learn to decode and understand the main idea by lesson 5. <b>Reading:</b> Matching seasons to images / words / phrases. Short and simple reading tasks by lesson 5. <b>Writing:</b> Activities in lessons 1-5 build towards writing a short phrase about each season by lesson 5. <b>Grammar:</b> Use of definite articles with the seasons and learning how to say 'in' a particular season.</p>	<p><b><u>Musial Instruments (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Be able to say "I play..." plus an instrument in foreign language by end of unit. <b>Listening:</b> Match sound to instrument sound / picture / word / phrase. <b>Reading:</b> Match word to instrument picture / word / phrase in English. <b>Writing:</b> Activities in lessons 1-5 build up to writing a short phrase. Je joue de la ..., je joue du ... <b>Grammar:</b> Use of the definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p> <p><b><i>Le Carnival (CVE Lesson 1) Feb/March</i></b></p> <p><b><u>Fruits (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Name 10 fruits and say "I like..." and "I don't like..." plus a fruit by end of unit. <b>Listening:</b> Match sound to picture / word / phrase. Understanding slightly longer text. <b>Reading:</b> Match key nouns to picture / word / phrase in English. Short and simple reading tasks by week 5. <b>Writing:</b> Activities in lessons 1-5 build towards writing a short phrase about fruit. <b>Grammar:</b> Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.</p>	<p><b><u>I am able (Je peux) (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say words / parts of the story or retell the story in French. <b>Listening:</b> Listen to story in lessons 1-3 and understand meaning. Match what they hear to pictures. <b>Reading:</b> Read the story and understand meaning. Match picture, word and phrase cards. <b>Writing:</b> Activities in lessons 1-5. including mind-mapping. <b>Grammar:</b> Definite articles with parts of the body (lessons 4-5).</p>	<p><b><u>Ancient Britain (E)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say "I am, I have and I live..." dependant on whether they are a from stone, bronze or iron age. <b>Listening:</b> Match sound to picture / word / phrase. Understanding slightly longer text. <b>Reading:</b> Match key nouns to picture / word / phrase in English. <b>Writing:</b> Activities in lessons 1-5 work towards writing a short phrase. <b>Grammar:</b> First person singular of three high frequency verbs. "I am ...I have...I live"</p>
Year 4	<p><b><u>Phonetics Lesson 2 (C) &amp; Presenting Myself (I)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Perform role play with name, age, where they live and nationality by lesson 5.</p>	<p><b><u>Family (I)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Present orally on your / a family by lesson 5. <b>Listening:</b> Match sounds to picture / word / phrase.</p>	<p><b><u>Goldilocks (I)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say words / parts of the story to retell the story in French. <b>Listening:</b> Match sound to picture / word / phrase throughout the unit.</p>	<p><b><u>Classroom (I)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say 'What I have.. / don't have..' in my pencil case. <b>Listening:</b> Matching sound to picture / word / phrase in lessons 3-4.</p>	<p><b><u>My Home (I)</u></b> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Say where you live and name the rooms in your house that you have and do not have.</p>



**French**  
**Subject Long Term Plan showing coverage across all year groups**

	<p><b>Listening:</b> Match sound to picture / word / phrase. Numbers 1-20 listening exercise in lesson 3.</p> <p><b>Reading:</b> Read role-plays and understand the content.</p> <p><b>Writing:</b> Using numbers in phrases and creating an ID card is an extended written opportunity for week 5.</p> <p><b>Grammar:</b> Nationalities and adjectival agreement based on gender.</p> <p><u><b>Links to previous learning</b></u> Year 3, I'm Learning (counting), Ancient Britian (I live, I am, I have)</p> <p><b>Key:</b> <b>C = Core lesson</b> <b>I = Intermediate Language Learning Units</b> <b>CVE = Core Vocabulary and Extras Units</b></p>	<p><b>Reading:</b> Activities build to a longer reading task by lesson 5.</p> <p><b>Writing:</b> Phrases and sentences build to a written presentation based on a / your family. Extended written opportunity week 5.</p> <p><b>Grammar:</b> Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>	<p><b>Reading:</b> Match picture, word and phrase cards. Story reordering activities.</p> <p><b>Writing:</b> Activities build to creating a story mini book in lesson 4-5 using picture, word and phrase cards.</p> <p><b>Grammar:</b> -</p> <p><u><b>Links to previous learning</b></u> Year 3, Little Red Riding Hood story telling</p> <p><b>La Galette de Rois (CVE Lesson 2)</b> <b>6<sup>th</sup> January</b></p> <p><u><b>At the Café (I)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Activities build up to being able to café role play in lesson 5.</p> <p><b>Listening:</b> Match sound to picture / word / phrase.</p> <p><b>Reading:</b> Match word to picture / sound / phrase.</p> <p><b>Writing:</b> Activities in lessons 1-5 build up to creating a menu with prices in lesson 5.</p> <p><b>Grammar:</b> 1st person singular 'I would like / have' when ordering food and drink.</p>	<p><b>Reading:</b> Activities in lessons 1-5 involve matching the word to picture / sound / phrase.</p> <p><b>Writing:</b> Various tasks in lessons 1-5 use phrases 'I have... / I don't have...'. Extended written opportunity week 4.</p> <p><b>Grammar:</b> Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'</p>	<p><b>Listening:</b> Activities in all lessons with more challenging listening exercises in lessons 4 and 5.</p> <p><b>Reading:</b> Various activities in lessons 1-5 with longer reading texts.</p> <p><b>Writing:</b> Activities in lessons 1-5 build up to a longer written email task and authentic reading task week 5.</p> <p><b>Grammar:</b> First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p> <p><u><b>Links to previous Learning</b></u> Year 3, Ancient Britain (I live, I have)</p> <p><b>Bastille Day (CVE Lesson 5)</b> <b>14<sup>th</sup> July</b></p>
Year 5	<p><u><b>Phonetics Lesson 3 (C) &amp; Do you have a pet? (I)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Activities lead up to an oral class survey / interview on pets in lesson 5.</p> <p><b>Listening:</b> Match sound to picture / word / phrase throughout whole unit.</p> <p><b>Reading:</b> Match words to picture / sound / phrase. Create pet ID card in lesson 5.</p> <p><b>Writing:</b> Various written tasks in lessons 1-5. Create pet ID card in</p>	<p><u><b>What is the Date? (I)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Say months of the year. Say when your birthday is in French.</p> <p><b>Listening:</b> Birthday survey in lessons 4-5. Activities in lessons 1-5. Months listening exercise in lesson 2.</p> <p><b>Reading:</b> Activities in lessons 1-5 including a birthday reading exercise in lesson 5.</p> <p><b>Writing:</b> Various tasks in lessons 1-5. Birthday diary writing in lesson 5 - extended writing opportunity.</p> <p><b>Grammar:</b> -</p>	<p><u><b>The Weather (I)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Ask and answer what the weather is like today in French. Present as a weather forecaster in lesson 5.</p> <p><b>Listening:</b> Different activities in lessons 1-5. Challenging weather listening exercise in lesson 3.</p> <p><b>Reading:</b> Various activities in lessons 1-5. Weather reading exercise in lesson 3.</p>	<p><u><b>Clothes (I)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.</p> <p><b>Listening:</b> Activities in lessons 1-5. Extended listening exercises in lessons 4 and 5.</p> <p><b>Reading:</b> Activities in lessons 1-5. Extended reading exercises in lessons 4 and 5.</p> <p><b>Writing:</b> Activities in lessons 1-5. Translation tasks in lesson 4 and</p>	<p><u><b>The Olympics (P)</b></u> Children will be able to:</p> <p><b>Speaking:</b> Oral presentation of ancient and modern Olympic games (lessons 1-2). Olympic sports and the verb "to do" in conjunction with sports (lessons 3-5).</p> <p><b>Listening:</b> Various activities in lessons 1-5. Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p>



**French**  
**Subject Long Term Plan showing coverage across all year groups**

	<p>lesson 4. Extended written opportunity week 5.</p> <p><b>Grammar:</b> Gender and changing an indefinite article to a definite article.</p> <p><b>Key:</b> <b>C = Core lesson</b> <b>I = Intermediate Language Learning Units</b> <b>P = P Progressive Language Learning Units</b> <b>CVE = Core Vocabulary and Extras Units</b></p>	<p><u><b>Links to previous learning</b></u> <i>Year 4 Presenting Myself</i></p>	<p><b>Writing:</b> Create weather map and written weather report in lesson 5. Extended written opportunity.</p> <p><b>Grammar:</b> -</p> <p><u><b>Habitats (I)</b></u></p> <p><b>Speaking:</b> Activities build up to presenting orally on an animal and its habitat in lesson 5 (framework provided).</p> <p><b>Listening:</b> Match sound to picture / word / phrase.</p> <p><b>Reading:</b> Match word to picture / sound / phrase.</p> <p><b>Writing:</b> Written presentations on an animal and its habitat by lesson 5 (framework provided).</p> <p><b>Grammar:</b> Introduction to the verbs 'to live' and 'to grow' (full conjugation available in yrs 5- 6 version).</p> <p><b>Le Poisson d'Avril (CVE Lesson 3)</b> <b>1<sup>st</sup> April</b></p>	<p>extended writing opportunities in lesson 5.</p> <p><b>Grammar:</b> Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.</p>	<p><b>Reading:</b> Various activities in lessons 1-5. Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb 'to do' in conjunction with sports and describing sports as a profession.</p> <p><b>Writing:</b> Activities in lessons 1-5. Variety of writing activities in lessons 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p> <p><b>Grammar:</b> The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct adjectival agreement.</p>
Year 6	<p><u><b>Phonetics Lesson 4 (C) &amp; At School (P)</b></u> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. School survey in lesson 2. Present orally on school subjects and opinions in lesson 5.</p> <p><b>Listening:</b> Activities in lessons 1-5. Extended listening exercise on school subjects, times and opinions in lesson 4.</p> <p><b>Reading:</b> Match words to picture / sounds / phrases throughout the unit.</p> <p><b>Writing:</b> Activities in lessons 1-5. Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school lesson 5</p>	<p><u><b>The Weekend (P)</b></u> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. Present orally on what they do at the weekend using connectives and time in lesson 5.</p> <p><b>Listening:</b> Activities in lessons 1-5. Listening exercise on weekend activities in lesson 3.</p> <p><b>Reading:</b> Various activities in lessons 1-5. Reading exercise in lesson 3.</p> <p><b>Writing:</b> Activities in lessons 1-5. Written presentations on what they do</p>	<p><u><b>World War II (P)</b></u> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. Present orally on life as an evacuee in lesson 5.</p> <p><b>Listening:</b> Activities in lesson 1-5. Extended listening task in lesson 4.</p> <p><b>Reading:</b> Activities in lessons 1-5. Story reordering task in lesson 3.</p> <p><b>Writing:</b> Activities in lessons 1-5. Write a letter home on life as an evacuee in the target language in lesson 5.</p> <p><b>Grammar:</b> Grouping target language nouns, adjectives and verbs in lesson 1.</p>	<p><u><b>Manger at Bougere (P)</b></u> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. Healthy lifestyle diary in lesson 4 to facilitate oral presentation on healthy lifestyles in lesson 5.</p> <p><b>Listening:</b> Variety of activities in lessons 1-5. Extended listening task in lesson 4.</p> <p><b>Reading:</b> Activities in lessons 1-5. Extended reading task in lesson 4.</p> <p><b>Writing:</b> Various activities in lessons 1-5. Written diary exercise in lesson 6.</p> <p><b>Grammar:</b> Quantitative article "some" in lessons 2 and 3.</p>	<p><u><b>Les Planetes (P)</b></u> <u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. Oral presentation on a planet/s.</p> <p><b>Listening:</b> Various activities in lessons 1-5. Extended listening task in lesson 3.</p> <p><b>Reading:</b> Activities in lessons 1-5. Extended reading task in lesson 3.</p> <p><b>Writing:</b> Activities in lessons 1-5. Create written piece on a planet/s in lesson 3.</p>



**French**  
**Subject Long Term Plan showing coverage across all year groups**

	<p><b>Grammar:</b> Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.</p> <p><b><u>Links to previous learning</u></b> Year 5 The Olympics (adjectival agreement)</p> <p><b>Key:</b> <b>C = Core lesson</b> <b>P = Progressive Language Learning Units</b> <b>CVE = Core Vocabulary and Extras Units</b></p>	<p>at the weekend using connectives and time in lesson 5.</p> <p><b>Grammar:</b> Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.</p> <p><i>Le Bleuet (Cornflower)</i></p> <p><i>(CVE Lesson 4)</i></p> <p><i>11<sup>th</sup> November Remembrance Day in France</i></p>	<p>Introduction to past tense using 'I saw...' in lesson 4.</p> <p><b><u>Me in the World (P)</u></b></p> <p><u>Children will be able to:</u></p> <p><b>Speaking:</b> Activities in lessons 1-5. Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. Plus what they do to protect the environment.</p> <p><b>Listening:</b> Activities in lessons 1-5. Plenty of longer, more complex listening tasks.</p> <p><b>Reading:</b> Activities in lessons 1-5. Differentiated worksheets in all lessons. Plenty of extended reading tasks.</p> <p><b>Writing:</b> Activities in lessons 1-5. Differentiated work in all lessons. Most lessons contain extended written task.</p> <p><b>Grammar:</b> Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future in lesson 5</p> <p><b><u>Links to previous learning</u></b></p> <p>Year 3,4 &amp; 5 various grammar units including high frequency verbs.</p>		<p><b>Grammar:</b> Rules of adjectival agreement with planets and particularly colours in lessons 4 and 5.</p> <p><b><u>Links to previous learning</u></b></p> <p>Year 6 At School (adjectival agreement)</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## French

### Subject Long Term Plan showing coverage across all year groups