



LONG TERM FORECAST

KEY STAGE 2

SUBJECT: French

2017/18

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Pupils will be taught to:

- 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
- 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.

Year	Autumn 2017	Spring 2018	Summer 2018
Year 5	<ul style="list-style-type: none"> • Greetings • French alphabet • Classroom commands • Weather • Numbers 1-12 • Age • Christmas 	<ul style="list-style-type: none"> • Countries and nationalities • Family members • Possessive adjectives • Pets • Colours 	<ul style="list-style-type: none"> • Months • Birthdays • School subjects • Opinions • Time • Daily routine • Transport to get to school
Year 6	<ul style="list-style-type: none"> • Parts of the body • Sports • Opinions • Christmas 	<ul style="list-style-type: none"> • Drinks and snacks • Ice-cream and flavours • Ordering/buying food • At the bakery • Masculine and feminine (un/une) 	<ul style="list-style-type: none"> • Basic clothes • Description of clothes using adjectival agreement and relevant vocabulary • Porter/to wear present tense