

Year: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Greetings and Basic introductions</b> How do you introduce yourself in French?	<b>Les couleurs et Leon le Cameleon</b> How do I use a bilingual dictionary to look up words in French? Why are all nouns masculine or feminine?	<b>Petit Poisson Blanc</b> How do I use simple adjectives of colour to describe a noun?	<b>Les Animaux</b> How do I form a plural form of a French noun?	<b>Le Chenille qui fait des trous</b> How do I form a plural form of a French noun?	<b>Les glaces</b> How do I express a preference in French?
<b>Year 4</b>	<b>The Four Friends</b> How do you recognise a verb in French and form a negative of the verb?	<b>Combined animal poems</b> How do I use adjectives to describe animals?	<b>Adjectives and plural nouns</b> How do I use adjectives with plural nouns?	<b>Dates/ birthdays</b> How do I say and write the date in French?	<b>Describing monsters</b> How do I use adjectives with plural and singular nouns?	<b>Dragons and Unicorns</b> How do I use French verbs (including negatives)?
<b>Year 5</b>	<b>Planets</b> How do I write compound sentences in French?	<b>Weather</b> How do I understand the weather forecast in France and high numbers (temperatures)?	<b>Clothes</b> How do I describe clothes?	<b>Family</b> What do my family do?	<b>Sports</b> How do I talk about my freetime activities in French?	<b>French café</b> How do I order in a French Café?
<b>Year 6</b>	<b>School</b> What is it like to go to school in France?		<b>My town</b> How do I talk about where I live?.	<b>House and prepositions</b> How do I describe the location of things?	<b>Paris &amp; Art</b> What is it like to live in Paris?	<b>On écrit sur les murs by Kids United.</b> What can I find out about French popular culture?

Year: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	Greetings and Basic introductions	Les couleurs et Leon le Cameleon	Petit Poisson Blanc (Adjective agreement of single nouns)	Les Animaux (Dictionary skills and plural nouns)	Le Chenille qui fait des trous (Plural nouns)	Les glaces (expressing likes/ dislikes)
<b>Big Question/ Enquiry</b>	How do you introduce yourself in French?	How do I use a bilingual dictionary to look up words in French? Why are all nouns masculine or feminine?	How do I use simple adjectives of colour to describe a noun?	How do I form a plural form of a French noun?	How do I form a plural form of a French noun?	How do I express a preference in French?
<b>Rich texts to support topics</b>	Finger Rhymes – Deux petits oiseaux and Monsieur Pouce Song – Comment ca va le dinosaure?	Leon le Cameleon (song) Toutes les couleurs by Alex Sanders Pop Mange de toutes les couleurs by B. Sanders	Petit Poisson Blanc Petit Poisson Blanc est tout content	Cher Zoo Que fait le cameleon? Le livre des bruits	La Chenille qui fait des trous Songs – Vol, vol papillon Rhyme – Toc, toc, toc	Song – La Vendeur des glaces
<b>Stimulating Start</b>	Use of Chaussettes (puppet) and Sac Magique to introduce new vocabulary	Use of Sac Magique and colour bean bags to play chase the bean bag.	Introduction of song “La Belle Pieuvre” by Charlotte Diamond	Use of Sac Magique to introduce animals using soft toys and games.	Introduction of vocabulary using puppets and teaching of finger rhyme “toc, toc”	Use of Ice creams and song.
<b>Key Language Covered</b>	Je m’appelle.... J’habite à .. J’ai .. ans Numbers 1-12 Understanding key questions and responding in 1 <sup>st</sup> person	Colours Understanding & recognising masculine/ feminine (un/une, le/la) Comme.....	C’est ..... Ce n’est pas..... Colours as adjectives Sea creatures	Voici un/ une..... J’ai ..... 1-12 Forming plural nouns	Les jours de la semaine La chenille mange..... Plural nouns	J’aime/ je n’aime pas/ je deteste.... Je préfère.....
<b>Fantastic Finish</b>	Me Voila style poster containing personal information.	Colour Ball Poem	Production of Class book	Mini book	Mini Book written on Papillon concertina mobile	Children to take part in mini drama activity. Ice cream design.
<b>Essential Experiences Life skills</b>	<i>Use of a bilingual dictionary Communication skills Christmas Activity – Saint Nicolas</i>		<i>Children to share their mini book with another class? Use of bilingual dictionary French Play ground game – Petit Poisson Easter Activity – les poissons d’avril</i>		<i>Children to demonstrate their role play to a younger class? Children to buy their own real ice creams in a class Ice Cream Café experience?</i>	
<b>Community / Diversity link (people)</b>	<i>Children to be taught aspects of French culture and festivals (ongoing) e.g Christmas in France (Saint Nicolas), April Fools day activities and Easter in France.</i>					

Year: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	The Four Friends	Combined animal poems	Adjectives and plural nouns	Dates/ birthdays	Describing monsters	Dragons and Unicorns
<b>Big Question/ Enquiry</b>	How do you recognise a verb in French and form a negative of the verb?	How do I use adjectives to describe animals?	How do I use adjectives with plural nouns?	How do I say and write the date in French?	How do I use adjectives with plural and singular nouns?	How do I use French verbs (including negatives)?
<b>Rich texts to support topics</b>	Story – Les quatre amis	Cher Zoo Carnival of the animals	Les citrons ne sont pas rouges	Song – Quelle est la date de ton anniversaire?.	Va t'en Grand Monstre Vert. Bonne Nuit Grand Monstre Vert	Zog. Ou est mon licorne?
<b>Stimulating Start</b>	Children listen to the story les quatre amis and join in with mime and actions.	Use of the song Carnival of the Animals by Saint Saens	Use of the story "les citrons ne sont pas rouges".	Use of the song "Quelle est la date de ton anniversaire?"	Introduction of parts of the body singing tete, epaules, genoux et pieds and Jacques a dit.....	Introduction of the game "Qu'est-ce qu'un dragon peut faire?".
<b>Key Language Covered</b>	3 <sup>rd</sup> person verb forms – le lapin sautille/ court/ trotinne/ galope + negative forms of verb	C'est... ce n'est pas..... Adjective agreement of fort, lent, rapide, grand, petit, féroce, timide	Positive and negative sentences eg les citrons sont.... Les citrons ne sont pas... Plural adjective endings.	Les mois Mon anniversaire c'est ..... Writing the date Numbers 1-31	Le/ la / les Adjective agreement in singular and plural nouns. Mon monstre a.....	Un dragon peut..... Je peux.... + negative Adjective agreement include grand and petit
<b>Fantastic Finish</b>	Children to produce their own version of the story and act it out.	Animal scavenger Hunt Children to write and present their own combined animal poems.	Mini book	Production of French Greetings card	Monster column poem	Children to produce their own description of either a dragon or a unicorn.
<b>Essential Experiences Life skills</b>	<i>Use of a bilingual dictionary Communication skills</i>		<i>Children to share their mini book with another class. Greetings cards to be based around Easter festival.</i>		<i>Children to demonstrate their role play to a younger class? Children to buy their own real ice creams in a class Ice Cream Café experience?</i>	
<b>Community / Diversity link (people)</b>	<i>Christmas/ January – la fete des rois (children to taste une galette des rois) Easter – Les Cloches Volantes</i>					

Year: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	Planets	Weather	Clothes	Family	Sports	French cafe
<b>Big Question/ Enquiry</b>	How do I write compound sentences in French?	How do I understand the weather forecast in France and high numbers (temperatures)?	How do I describe clothes?	What do my family do?	How do I talk about my freetime activities in French?	
<b>Rich texts to support topics</b>	Paxi – le systeme solaire Paxi – Rosetta et les cometes	Quel temps fait-il Berthe? L'araingnee Gypsy	Je m'habille et je te croque	.Ma Famille – Alain le Lait song.	Song FOOTBALL from SInging French to introduce sport plus infinitive	Vous desirez song Actual French café menu.
<b>Stimulating Start</b>	Use of song and the game dobble to introduce the planets in French.	Use of real French weather forecast.	Use of "loup" puppet.	Children learn 1) family members 2) revision of describing their family 3) jobs 4) pronouns 5) the verb etre 6) describing what their family members/ famous people do.	Use of video clips of children from BBC Bitesize French (Basic sport first then infinitive plus noun. Talk about the verb to play in English (ball sports and musical instruments) then contrast with faire)	Children given a real French menu and work as language detectives.
<b>Key Language Covered</b>	Qualifier: assez trop *prepositions: près de, loin de Compound sentences with parce que La terre La lune Un nom Un nom propre Un adjective Parce que Elle Près de Loin de Assez	A + city En + country (au/ aux exceptions) Il fait chaud/froid/beau/mauvais Il fait du soleil/du vent/du brouillard/des nuages Il pleut/il neige Higher numbers (1-69)	Je mets+ clothes Adjectives of colour and size	Conjugation of etre Etre and negatives J'ai ....je n'ai pas de....	J'aime/ je n'aime pas jouer/ faire.....parce que c'est..... Je joue/ je fais.....Je ne joue pas/ je ne fais pas.....	Vous desirez ? Je voudrais.... S'il vous plait/ merci L'addition
<b>Fantastic Finish</b>	Children produce their own information booklet on the planets in French.	Children produce and present their own weather forecast.	Children produce a "loup" mini book and a class fashion show with commentary in French.	Children produce a profile of someone in the 3 <sup>rd</sup> person.	Children to produce a Tirarama to present their own piece of writing about their hobbies and freetime. Extended sentences giving likes/ dislikes and opinions.	Children to set up and run their own French café.
<b>Essential Experiences Life skills</b>	<i>Use of a bilingual dictionary Communication skills</i>					
<b>Community / Diversity link (people)</b>	<i>Children to learn about specialities of French regional food. La fete de muguet La fete des mere en France</i>					

Year: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	School		My town	House and prepositions	Paris & Art	On ecrit sur les murs by Kids United.
<b>Big Question/ Enquiry</b>	What is it like to go to school in France? (school bag items, avoir + negative, school subjects and extended opinions, description of school and uniform)		How do I talk about where I live?.	How do I describe the location of things?	What is it like to live in Paris?	What can I find out about French popular culture?
<b>Rich texts to support topics</b>	Je veux pas aller a l'ecole by Stephanie Blake		Qui conduit?	Ou est Charlie?	La Tour Eiffel a des ailes	Song – On ecrit sur les murs by Kids United.
<b>Stimulating Start</b>	Children are shown clips of French school and compare what is similar and different.		Focus on a French town and children given a virtual tour.	Game of ou est Charlie?	Video clip of a visit to Paris.	Presentation of the song
<b>Key Language Covered</b>	Dans mon sac il y a.....il n'a y pas de..... J'aime/ je n'aime pas.....parce que c'est..... Avoir verb conjugations		Dans ma ville il y a ...../ il n'y a pas de..... .A gauche/ a droite Pour aller ..... ? Asking for and giving directions J'aime/ je n'aime pas....parce que c'est grand/ petit, sale/propre, calme/ bruyant	Sur, sous, dans, devant, derriere, à côté de....	Revision of language coered throughout the past 4 years.	
<b>Fantastic Finish</b>	Children produce an extended piece of writing about their school. Possibly in letter form to send it to a school in France. Avoir HAKA		Children produce a Tirama to display their description of their town.	Children write a description of their bedroom and present in an interesting way.	Eiffel Tower Building out of Newspapers.	Children to produce their own graffiti wall of their hopes and dreams for the future.
<b>Essential Experiences Life skills</b>	Children learn how to write a letter in French.					Children take part in performance of the song. Children take part in baking Pain au chocolat and tasting.
<b>Community / Diversity link (people)</b>	Bastille day and the French Revolution during the Summer term.					