

## French Long Term Plan 2024-2025

Term	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Phonics and pronunciation lesson 1</b> In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type CH OU ON OI</p> <p><b>I am learning French (EL)</b></p> <ul style="list-style-type: none"> <li>• Find France on a map and be able to recall at least 1 Francophone country.</li> <li>• Use key greetings. • ask and answer the question 'How are you?' in French.</li> <li>• Ask and answer the question 'What is your name?' in French.</li> <li>• Count to 10 in French.</li> <li>• Read, write, say and recognise 10 colours in French.</li> </ul>	<p><b>Phonics and pronunciation lesson 2</b> In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type. I IN IQUE ILLE</p> <p><b>Presenting myself (IT)</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	<p><b>Phonics and pronunciation lesson 3</b> In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type. É E È EAU EUX</p> <p><b>Do you have a pet? (IN)</b></p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>• Tell somebody in French if they have or do not have a pet.</li> <li>• Ask somebody else in French if they have a pet.</li> <li>• Tell somebody in French the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</li> </ul>	<p><b>Phonics and pronunciation lesson 4</b> In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type QU GNE Ç EN AN</p> <p><b>At school (PR)</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in French.</li> <li>• Say what time they study certain subjects at school.</li> </ul>
<b>Autumn 2</b>				
<b>Spring 1</b>	<p><b>Animals (EL)</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>• Understand that there are more determiners/ articles in French than in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>	<p><b>My family (IN)</b></p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high</li> </ul>	<p><b>The date (IN)</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the months of the year in French.</li> <li>• Ask when somebody has a birthday and say when they have their birthday.</li> <li>• Say the date in French.</li> <li>• Create a French calendar.</li> <li>• Recognise key dates in the French calendar.</li> </ul>	<p><b>The weekend (PR)</b></p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>

		frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).		
<b>Spring 2</b>	<b>Vegetables (EL)</b> <ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in French.</li> <li>Attempt to spell some of these nouns (including the correct determiner/article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>	<b>My family (IN)</b> <ul style="list-style-type: none"> <li>Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul>		
<b>Summer 1</b>	<b>I am able (EL)</b> <ul style="list-style-type: none"> <li>Recognise, recall and spell 10 action verbs in French.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</li> </ul>	<b>In the classroom (IN)</b> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul>	<b>Clothes (IN)</b> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb porter in French with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul>	<b>Me in the world (PR)</b> <ul style="list-style-type: none"> <li>About the many countries in the Francophone world.</li> <li>About different festivals (religious and non-religious) around the world.</li> <li>That we are different and yet all the same.</li> <li>That we can all help to protect our planet.</li> <li>How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).</li> </ul>
<b>Summer 2</b>				

EL - Early language teaching unit

IN - Intermediate teaching unit

PR - Progressive teaching unit

Units must be taught in the recommended order but in which term is at the discretion of the class teacher.

All units should be taught in each year group to ensure progression across the key stage.