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| Towngate Primary Academy  Modern Foreign Languages: French | | | |
| Long Term Plan | | | |
| Year Three | Year Four | Year Five | Year Six |
| Numbers 1-20  Greetings  Christmas- The Nativity & Letter to Santa  Classroom commands  Days of the week  Easter in France- Making Pancakes  Easter Rabbit  Colours  Months of the year  Recap on above | Revise colours  Body parts  Descriptions.  Christmas- Snowman & Clothes  Recite a poem  Traditional Story- The Enormous Turnip  Animals  Pets  Family  Conversations about myself  Easter- poem. Easter in France- egg rolling  Using a Dictionary  Hobbies- Verbs  Numbers 12-31  Leisure activities  Travelling abroad- clothes | The High Street:  shops  directions  times of the day  opinions  Christmas- French Traditions  Keeping Fit:  (revision of days of the week, hobbies, likes & dislikes)  Keeping Healthy:  (Revision of sports/hobbies, 0 – 20 , 30)  numbers 40, 50  comparisons  food : likes/dislikes  Life in France:  food : a French breakfast  preparing a traditional dessert  Date  Weather  Seasons  Geography  Similarities/difference between the UK and France. | At school:  (Revise: register, date, weather)  equipment  Clothing  Opinions  (Revising: family members, adjectives)  Occupations  Christmas- Playing games, adjectives, singing songs  Family  Houses and homes  Places  Furniture  (Revising: days of the week)  Holidays:  Transport  Places to visit |
| Knowledge | | | |
| Year Three | Year Four | Year Five | Year Six |
| Learn about the different languages spoken by children in the school  • increase awareness of linguistic and cultural diversity.  Locate country/countries where the language is spoken  • identify some of the countries where the language is spoken.  Identify social conventions at home and in other cultures  • know some facts about one country, e.g. climate, main towns, famous landmarks, produce.  3.4 Make indirect or direct contact with the country/countries where the language is spoken  • have contact with a native speaker  • view a video or media resource about the country  • send an e-mail, letter or postcard to a partner school. | Learn about festivals and celebrations in different cultures  • learn how children of different cultures celebrate special days  • identify similarities and differences  • learn simple phrases to celebrate festivals.  Know about some aspects of everyday life and compare them to their own  • compare pastimes of children of different cultures and countries  • exchange information with a partner school, e.g. sports, hobbies.  Compare traditional stories  • compare characteristics of simple stories between cultures  • look at the writing system of the language.  To learn about ways of travelling to the country/countries  • revise the location of country/countries where the language is spoken  • identify a route from own locality to specified destination. | Look at further aspects of their everyday lives from the perspective of someone from another country  • consider aspects of everyday life of children in their own and different countries  • reflect on cultural issues using empathy and imagination to understand other people’s experiences.  Recognise similarities and differences between places  • identify geographical features of contrasting locality  • learn about buildings and places in different countries.  Compare symbols, objects or products which represent their own culture with those of another country  • learn about symbols representing their own country  • learn about symbols and products from another. | Compare attitudes towards aspects of everyday life  • recognise similarities and differences in attitudes amongst children in different cultures  • learn about role models for children in different cultures.  Recognise and understand some of the differences between people  • discuss similarities and differences between the cultures they have learned about  • recognise and challenge stereotypes. 6.3 Present information about an aspect of culture  • perform songs, plays, dances  • use ICT to present information. |
| Vocabulary | | | |
| Year Three | Year Four | Year Five | Year Six |
| Numbers 1-20  zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, trieze, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt  Colours  Rouge bleu blanc noir jaune vert orange rose violet marron gris  Greetings  Bonjour, Au revoir, Ça va?  Ça va…bien, super, mal, comme ci  comme ça  Comment t’appelles-tu?  Je m’appelle, Monsieur, Madame,  Mademoiselle  Classroom commands  Ecoutez Regardez Asseyez-vous  Levez-vous Répétez Silence! Venez ici  oui, non  Questions  Quel âge as-tu? J’ai – ans  Ça va?  Comment t’appelles-tu? Je m’appelle,  Quelle est ta couleur préférée?  Orange, c’est ma couleur préférée.  Fruit  les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes  Food  les chips, le coca, les sucettes, le chocolat, les bonbons  Christmas – The Nativity  Marie, Joseph, Jésus, Les bergers, Les mouton,s Les rois, Un ange, L’aubergiste Les enfants, Bethléem, Le Bébé, Un cadeau, Une étoile, Une écurie, Une chamber  Christmas – Santa and Grifts  un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël  Days of the week  lundi mardi mercredi jeudi vendredi samedi dimanche  Months of the year  Janvier février mars avril mai juin juillet août septembre octobre novembre décembre  Easter- making pancakes  la farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangez  Easter  un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs  Opinions  C’est bon / c’est mauvais  Miscellaneous  est, c’est | Numbers 12-31  douze, trieze, quatorze, quinze, seize, dix-spet, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un  Revise Y3 colours  Rouge bleu blanc noir jaune vert orange rose violet marron gris  Body parts  une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre,  l’épaule, le genou, la main, le bras  Adjectives  grand, petit, gros, long, pointu, enorme, assez, très, grand, petit, féroce, gentil, rigolo  Facial Features  nez, bouche, yeux, oreilles,  Family- introducing  le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère, la petite fille  mon, ma  il s’appelle, elle s’appelle  As-tu des frères ou des soeurs?, Je n’ai/ j’aipas  Christmas- Snowman & Clothes  Que’est-ce que c’est?  un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux, il fait froid, il neige, à toi, à moi,  le dé, Oh là là!, J’aime ça  Animals  Le tigre, L’éléphant, L’ours, Le cochon, La souris, Le lion, La giraffe, Le singe, Le crocodile, Le pingouin, le lapin, le poulet, le chaton, le chat, la souris, tirer, tomber, un chien, un hamster, un lapin, un poisson, un cochon d’Inde  un oiseau  Hobbies- Verbs  danser, nager, jouer au football,  manger chez McDonalds, Pizza Hut,  lire, regarder la télé, aller au parc  Nos passetemps  Qu’est-ce que tu aimes faire?  Tu aimes ….?  Vehicles  en bateau, en voiture, en car, en train, en avion  Clothes  un pantalon, un short, une jupe, un pull, un T shirt, un chapeau,  un maillot de bain, des lunettes de soleil  Weather  Il fait chaud, Il fait froid, très, un peu  Letters of the alphabet  Questions  Comment dit-on ………… en français?  Que’est-ce que c’est?  Est-ce que c’est le père?  As-tu des frères ou des soeurs?  As-tu un anmal?  Qu’est-ce que tu aimes faire?  Tu aimes ….?  Où?  Quand?  Opinions  J’aime ça  J’adore, J’aime, Je n’aime pas  Miscellaneous  le, la, les, un, une, des  il est/elle est  mon, ma  J’ai, Je n’ai pas de  et, aussi  Verb: avoir: j’ai and tu as  Par ici, Par là | Shops  il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerie  Directions  à gauche, à droite, au centre, au coin  il y a…? Il y a, ici, c’est  Time  Matin, après-midi, soir  à 10 heures, à 4 heures et demie  Adjectives  Pollué(e), animé(e), calme, proper, sale, assez, très  Opinions  Il y a trop de, Il n’y a pas de  Christmas  la forêt, il neige, un sapin, je brille, une bougie  (revision)  Noir, blanc, joli , je suis , je ne suis pas ,  moi aussi  Simple future tense:  Je vais  encore  Numbers  quarante, cinquante  quarante-et-un,  Comparisons  Faire du jogging est plus  énergique que regarder la télé -  Qu’est ce que tu vas faire?  Revision of Je vais + verb  Questions  Qu’est ce que tu vas faire?  Tu veux? Je voudrais  Quel temps fait – il?  Que lest la date?  Ou habite tu?  Il y a…?  Food  le pain, une baguette, le riz, les pâtes, les pommes de terre, la jambon, le poisson, le fromage, l’eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, les carottes, les petits-pois, la salade  un croissant, un pain au chocolat, un pain au raisin, une tartine, un chocolat chaud, un jus d’orange, le beurre, le sucre, des oeufs, le sel  Opinions  Tu aimes…….?  Miscellaneous  et, mais, aussi  normalement, en general  et alors, eh bien, voyons  Date / Weather  Quel temps fait – il?  Que lest la date?  Aujourd'hui c’est lundi 10 octobre  (Revision of days of week / months of year)  il fait froid, il fail chaud, il fait beau, il fait mauvais, il fait du soleil, il fait du vent, il fait du brouillard, il pleut, il neige  Seasons  en automne, en hiver, au printemps, en été  Where you live  Ou habite tu?  J’habite à + town  dans le nord, dans le sud, dans l’ouest, dans l’est, d’Angleterre | At school:  Je suis prèsent  Il est absent  Date: Aujord’hui c’est…  Weather from Yr5  Equipment  Un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac, As-tu?  Clothes  Un pantalon, un pull, une chemise, une jupe, des chaussures, des chassettes, un sweat, une cravat  Opinions  C’est…laid, moche, super, joli  J’aime, j’adore, je n’aime pas, je deteste  Occupation  il/elle est  mèdecin, vendeur/vendeuse, agent de police, serveur/serveuse, professeur  Houses and homes  une maison, un appartement, un salon, une salle à manger, une cuisine, une sale de bains, un garage, un balcon, un jardin, une chamber, une fenêtre, une piscine, une chaise, un divan, une table, un frigo, une chaîne hi-fi, une douche, un micro-ondes, un tapis, lampe  j’habite, il y a  Adjectives  immense, petit, grand, joli, superb, magnifique, de luxe  Holiday  on va, aller, partir, rester, dans, visiter, regarder, d’abord, plus tard  un hôtel, un appartement, un gîte, un camping  le musée, le château, la plage, le zoo, le jardin publique, la picine, le centre commercial, le parc d’attractions, un match de..  Miscellaneous  J’ai…Je n’ai pas de…  Questions  As-tu?  Que’est-ce que c’est? |
| Reading | | | |
| Year Three | Year Four | Year Five | Year Six |
| Recognise some familiar words in written form  • understand words displayed in the classroom  • identify and read simple words  • read and understand simple messages.  Make links between some phonemes, rhymes and spellings, and read aloud familiar words  • pronounce accurately the most commonly used characters, letters and letter strings  • read aloud a familiar sentence, rhyme or poem. | Read and understand a range of familiar written phrases  • match phrases and short sentences to pictures or themes  • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.  Follow a short familiar text, listening and reading at the same time  • make links between spoken and written words  • identify common spelling patterns in letter strings.  Read some familiar words and phrases aloud and pronounce them accurately  • read aloud words which they use on a regular basis, e.g. numbers, days, weather  • pronounce letter strings, words and phrases accurately with good pronunciation. | Re-read frequently a variety of short texts  • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.  Make simple sentences and short texts  • understand that the order of words in a sentence influences the meaning  • make a sentence using single word cards  • make a short text using word and phrase cards. | Read and understand the main points and some detail from a short written passage  • read and respond to eg an extract from a story, an e-mail message or song  • give true or false responses to statements about a written passage  • read descriptions of people in the school or class and identify who they are.  Identify different text types and read short, authentic texts for enjoyment or information  • read for enjoyment an e-mail message, short story or simple text from the Internet  • read and understand the gist of a familiar news story or simple magazine article.  Match sound to sentences and paragraphs  • use punctuation to make a sentence make sense  • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. |
| Writing | | | |
| Year Three | Year Four | Year Five | Year Six |
| Experiment with the writing of simple words  • write simple, familiar words using a model  • write some single words from memory. | Write simple words and phrases using a model and some words from memory  • write labels for work on wall displays and in their books  • complete a semi-completed e-mail message to someone in a partner school. | Write words, phrases and short sentences, using a reference  • choose words, phrases and sentences and write them into a gapped text or as picture captions  • use a bilingual dictionary to check the spelling of familiar words. | Write sentences on a range of topics using a model  • apply most words correctly  • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description. |
| Speaking | | | |
| Year Three | Year Four | Year Five | Year Six |
| Recognise and respond to sound patterns and words  • speak clearly and confidently.  Perform simple communicative tasks using single words, phrases and short sentences  • recall, retain and use vocabulary  • ask and answer questions. | Memorise and present a short spoken text  • learn finger rhymes, poems or a non-fiction text  • learn and say several sentences on a topic.  Ask and answer questions on several topics  • practise asking and answering questions with a partner • devise and perform simple role-plays. | Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts  • focus on correct pronunciation and intonation  • ask and answer questions  • use tone of voice and gesture to help to convey meaning.  Understand and express simple opinions  • agree and disagree with statements  • understand and express like and dislikes.  Prepare a short presentation on a familiar topic  • remember, retain and recall words, phrases and sentences  • memorise and present a set of instructions. | Perform to an audience  • recite a short piece of narrative either from memory or by reading aloud from text  • develop a sketch, role-play or presentation and perform to the class or an assembly.  Understand longer and more complex phrases or sentences  • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences  • understand and express reasons  • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. |
| Listening | | | |
| Year Three | Year Four | Year Five | Year Six |
| Listen and respond to simple rhymes, stories and songs  • identify rhyming words  • perform finger rhymes and sing songs • join in with storytelling.  Recognise and respond to sound patterns and words  • listen with care  • identify phonemes which are the same as or different from English and other known languages  Listen attentively and understand instructions, everyday classroom language and praise words  • repeat words and phrases modelled by the teacher  • remember a sequence of spoken words  • use physical response, mime and gesture to convey meaning and show understanding. | Listen for specific words and phrases  • listen with care  • use physical response to show recognition and understanding of specific words and phrases.  Listen for sounds, rhyme and rhythm • identify specific sounds e.g. rhymes, letters, phonemes, words  • compare different sounds. | Understand and express simple opinions  • agree and disagree with statements  • understand and express like and dislikes.  Listen attentively and understand more complex phrases and sentences  • understand the main points from speech which includes unfamiliar language.  Prepare a short presentation on a familiar topic  • remember, retain and recall words, phrases and sentences  • memorise and present a set of instructions. | Understand the main points and simple opinions in a spoken story, song or passage  • listen attentively, re-tell and discuss the main ideas  Use spoken language confidently to initiate and sustain conversations and to tell stories  • participate in simple conversations on familiar topics  • describe incidents or tell stories from their own experience, in an audible voice.  • agree or disagree with statements made about a spoken passage. |
| Knowledge About Language | | | |
| Year Three | Year Four | Year Five | Year Six |
| • Identify specific sounds, phonemes and words.  • Recognise commonly used rhyming sounds.  • Imitate pronunciation of sounds.  • Hear main word classes.  • Recognise question forms and negatives.  • Recognise how sounds are represented in written form.  • Notice the spelling of familiar words.  • Recognise that languages describe familiar things differently.  • Recognise that many languages are spoken in the UK and across the world.  • Recognise conventions of politeness. | • Reinforce and extend recognition of word classes and understand their function.  • Recognise and apply simple agreements, singular and plural.  • Use question forms.  • Recognise that texts in different languages will often have the same conventions of style and layout.  • Apply phonic knowledge of the language to support reading and writing.  • Identify a different writing system. | • Recognise patterns in simple sentences.  • Manipulate language by changing an element in a sentence.  • Apply knowledge of rules when building sentences.  • Develop accuracy in pronunciation and intonation.  • Understand and use negatives.  • Appreciate that different languages use different writing conventions.  • Recognise the typical conventions of word order in the foreign language.  • Understand that words will not always have a direct equivalent in the language.  • Notice different text types and deal with authentic texts. | • Recognise patterns in the foreign language.  • Notice and match agreements.  • Use knowledge of words, text and structure to build simple spoken and written passages.  • Use knowledge of word order and sentence construction to support the understanding of the written text.  • Use knowledge of word and text conventions to build sentences and short texts.  • Devise questions for authentic use. |