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| Towngate Primary AcademyModern Foreign Languages: French |
| Long Term Plan |
| Year Three | Year Four | Year Five | Year Six |
| Numbers 1-20GreetingsChristmas- The Nativity & Letter to SantaClassroom commandsDays of the weekEaster in France- Making PancakesEaster RabbitColoursMonths of the yearRecap on above | Revise colours Body partsDescriptions.Christmas- Snowman & ClothesRecite a poemTraditional Story- The Enormous TurnipAnimalsPetsFamilyConversations about myselfEaster- poem. Easter in France- egg rollingUsing a DictionaryHobbies- VerbsNumbers 12-31Leisure activities Travelling abroad- clothes | The High Street:shopsdirectionstimes of the dayopinionsChristmas- French TraditionsKeeping Fit:(revision of days of the week, hobbies, likes & dislikes)Keeping Healthy:(Revision of sports/hobbies, 0 – 20 , 30)numbers 40, 50comparisonsfood : likes/dislikesLife in France:food : a French breakfastpreparing a traditional dessertDate WeatherSeasonsGeographySimilarities/difference between the UK and France. | At school:(Revise: register, date, weather)equipmentClothing Opinions(Revising: family members, adjectives)OccupationsChristmas- Playing games, adjectives, singing songsFamilyHouses and homesPlacesFurniture(Revising: days of the week)Holidays:TransportPlaces 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 1-20zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, trieze, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingtColoursRouge bleu blanc noir jaune vert orange rose violet marron gris GreetingsBonjour, Au revoir, Ça va?Ça va…bien, super, mal, comme cicomme çaComment t’appelles-tu?Je m’appelle, Monsieur, Madame, MademoiselleClassroom commandsEcoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez icioui, nonQuestionsQuel âge as-tu? J’ai – ansÇa va?Comment t’appelles-tu? Je m’appelle,Quelle est ta couleur préférée? Orange, c’est ma couleur préférée.Fruitles oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananesFoodles chips, le coca, les sucettes, le chocolat, les bonbonsChristmas – The NativityMarie, 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 chamberChristmas – Santa and Griftsun jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa NoëlDays of the weeklundi mardi mercredi jeudi vendredi samedi dimancheMonths of the yearJanvier février mars avril mai juin juillet août septembre octobre novembre décembreEaster- making pancakesla farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangezEasterun oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleursOpinionsC’est bon / c’est mauvaisMiscellaneousest, c’est | Numbers 12-31douze, 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-unRevise Y3 colours Rouge bleu blanc noir jaune vert orange rose violet marron gris Body partsune 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 brasAdjectivesgrand, petit, gros, long, pointu, enorme, assez, très, grand, petit, féroce, gentil, rigoloFacial Featuresnez, bouche, yeux, oreilles, Family- introducingle père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère, la petite fillemon, ma il s’appelle, elle s’appelleAs-tu des frères ou des soeurs?, Je n’ai/ j’aipasChristmas- Snowman & ClothesQue’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 çaAnimalsLe 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’Indeun oiseauHobbies- Verbsdanser, nager, jouer au football, manger chez McDonalds, Pizza Hut, lire, regarder la télé, aller au parcNos passetempsQu’est-ce que tu aimes faire?Tu aimes ….?Vehiclesen bateau, en voiture, en car, en train, en avionClothesun pantalon, un short, une jupe, un pull, un T shirt, un chapeau, un maillot de bain, des lunettes de soleilWeatherIl fait chaud, Il fait froid, très, un peuLetters of the alphabet QuestionsComment 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?OpinionsJ’aime çaJ’adore, J’aime, Je n’aime pasMiscellaneousle, la, les, un, une, desil est/elle estmon, ma J’ai, Je n’ai pas deet, aussiVerb: avoir: j’ai and tu asPar ici, Par là | Shopsil y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerieDirectionsà gauche, à droite, au centre, au coinil y a…? Il y a, ici, c’estTimeMatin, après-midi, soirà 10 heures, à 4 heures et demie AdjectivesPollué(e), animé(e), calme, proper, sale, assez, trèsOpinionsIl y a trop de, Il n’y a pas deChristmasla 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 vaisencore Numbers quarante, cinquantequarante-et-un, ComparisonsFaire du jogging est plusénergique que regarder la télé - Qu’est ce que tu vas faire? Revision of Je vais + verb QuestionsQu’est ce que tu vas faire? Tu veux? Je voudraisQuel temps fait – il?Que lest la date?Ou habite tu?Il y a…?Foodle 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 saladeun 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 selOpinionsTu aimes…….?Miscellaneouset, mais, aussinormalement, en generalet alors, eh bien, voyonsDate / WeatherQuel 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 neigeSeasonsen automne, en hiver, au printemps, en étéWhere you liveOu habite tu?J’habite à + towndans le nord, dans le sud, dans l’ouest, dans l’est, d’Angleterre | At school:Je suis prèsentIl est absentDate: Aujord’hui c’est…Weather from Yr5EquipmentUn stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac, As-tu?ClothesUn pantalon, un pull, une chemise, une jupe, des chaussures, des chassettes, un sweat, une cravatOpinionsC’est…laid, moche, super, joliJ’aime, j’adore, je n’aime pas, je detesteOccupationil/elle est mèdecin, vendeur/vendeuse, agent de police, serveur/serveuse, professeurHouses and homesune 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, lampej’habite, il y aAdjectivesimmense, petit, grand, joli, superb, magnifique, de luxeHolidayon va, aller, partir, rester, dans, visiter, regarder, d’abord, plus tardun hôtel, un appartement, un gîte, un campingle musée, le château, la plage, le zoo, le jardin publique, la picine, le centre commercial, le parc d’attractions, un match de..MiscellaneousJ’ai…Je n’ai pas de…QuestionsAs-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. |