

French Year 3 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised
Autumn 1 :A New Start <ul style="list-style-type: none"> Getting to know you Numbers Colours 	Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	Key listen out activity based on: numbers ix	Exploration of recognising and answering a question	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> Sound Spelling: Can identify specific sound/phonemes Listening: Can understand a few familiar spoken words and phrases Speaking: Can say/repeat a few short words and phrases and would be
Autumn 2:Calendar and Celebrations <ul style="list-style-type: none"> Command, colours, numbers Bonfire Night colours Calendar time Christmas starry night 	Days Months (an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	Key listen out activity based on: days of the week i	Exploration of: recognising and understanding simple commands	
Spring 1:Animals I like and don't like <ul style="list-style-type: none"> Epiphany celebrations Animals around us 	Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	Key listen out activity based on: Key sounds in animal nouns ch/oi	Exploration of: recognising nouns asking a question	
Spring 2:Carnival colours ,playground games <ul style="list-style-type: none"> Carnival and playground games Easter celebrations 	Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	Key listen out activity based on: Key sounds/words in questions and answers ez	Exploration of:	



<p>Summer 1: Breakfast, fruit nouns and a hungry giant</p> <ul style="list-style-type: none"> □ A hungry giant story 	<p>Fruit and vegetables Breakfast foods Ask and answer likes/dislikes</p>	<p>Key listen out activity based on: Key sounds in fruits and vegetable nouns</p>	<p>Exploration of: nouns and beginning to recognise masculine/feminine nouns</p>	<p>understood by a native speaker</p>
<p>Summer 2: Going on a picnic</p> <ul style="list-style-type: none"> • Where does the gingerbreadman live? • Going on a picnic (story) 	<p>Ask for a food item politely</p> <p>Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>	<p>une/un</p> <p>Key listen out activity based on: Key sounds/words in picnic story ons</p>	<p>Exploration of: practising forming and structuring a polite response</p>	<p>Reading: Can recognise and read out a few familiar words and phrases</p> <p>Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of the target language</p>



French Year 4 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
Autumn 1 :Welcome to school- super learners <ul style="list-style-type: none"> □ Welcome 	Asking who someone is Asking someone’s age Have you ...? I have Numbers 0-31 Classroom objects	Key listen out activity based on: numbers and colours oi/eu/ou	Exploration of nouns: masculine/feminine	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i> Sound Spelling: Can match sounds to familiar written words can pronounce familiar words and some new words accurately. Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and
Autumn 2: My local area, your local area <ul style="list-style-type: none"> • Robots, commands, actions • Shops, signs , directions • Let’s sparkle Xmas poem 	Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	Key listen out activity based on: shop nouns ou/ ch	Exploration of: recognising and using commands recognising and using “there is/are”	
Spring 1: Family tree and faces <ul style="list-style-type: none"> • Epiphany time again • Meet the alien family 	Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour	Key listen out activity based on: numbers in	Exploration of: identifying parts of language which are adjectives recognising and using “I have “	
Spring 2:Celebrating carnival/body parts <ul style="list-style-type: none"> • Carnival of animals • Body parts and aliens • Alien family “Easter egg hunt” 	Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are	Key listen out activity based on: parts of the body é/ou/oi	Exploration of: identifying / producing singular and plural forms of nouns identifying parts of language which are	
			adjectives	



Summer 1: Feeling unwell/ Jungle animals

- I don't feel well
- Walking through the jungle (story and rhyme) plus dragons and unicorns fantastical animal descriptions.

How are you feeling?
Simple everyday illnesses statements Jungle animals
Using body part nouns and colours in simple sentences (noun, verb adjective)

Key listen out activity based on: illnesses

en

Exploration of: identifying/producing singular and plural

masculine/feminine nouns

phrases

Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately. **Reading:** Can understand simple written phrases. Can match sounds to familiar written words

Summer 2: Summer time

- Weather plus Enormous turnip performance story
- Ice creams and simple ice cream roleplay

Asking /answering simple weather phrases Ice creams- asking for a flavour
Asking the price
Asking politely for an item
Instructions to make a fantastical ice cream

Key listen out activity based on: ice creams

ch/en/on

Exploration of: identifying verbs in simple present tense sentences

polite requests :-"I would like

Writing: Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.

French Year 5 Long Term Planning Overview



	Content	Phonics	Grammar	Skill level practised and progress made...
<p>Autumn 1 :My school, my subjects</p> <ul style="list-style-type: none"> Talking all about us School subjects, my opinions Back to school with the aliens- animated story, creative reading and writing Witch’s day at school- talk and write story 	<p>Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p>Key listen out activity based on: Key sounds in school subjects/opinions</p> <p>qu/in</p>	<p>Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences</p>	<p><i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i></p> <p>Sound Spelling: Can apply phonic knowledge to find/or write words.</p> <p>Listening: Can understand the main points from a series of spoken sentences (including questions)-may require some repetition</p> <p>Speaking: Can ask and answer questions on</p>
<p>Autumn 2: Time in the city</p> <ul style="list-style-type: none"> In the city Christmas shopping (roleplay) 	<p>Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p>Key listen out activity based on: Key sounds in buying a gift role play structures</p> <p>eu/eau</p>	<p>Exploration of: Commands Verb to have- present tense</p>	
<p>Spring 1: Healthy eating and going to the market</p> <ul style="list-style-type: none"> Happy New Year Pantomime and verb to be Going to the market Healthy recipe 	<p>Shopping at the market Fruit Vegetables Transactional language at the shops</p>	<p>Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions</p>	<p>Exploration of: Verb to be – present tense</p>	



<p>□ Jack and the Beanstalk story-read/write/perform</p>	<p>Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>qu/que</p>		
<p>Spring 2: Carnival clowns and clothes</p> <ul style="list-style-type: none"> • Carnival clowns/fancy dress characters and clothes • Pirate’s Lost Treasure story • Fancy dress fashion show 	<p>What are you wearing? I am wearing What’s it like? It’s + colour and size It has..</p>	<p>Key listen out activity based on: Key sounds in clothes descriptions</p> <p>au/ou</p>	<p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	<p>several topics and can express opinions. Can take part in brief prepared tasks such as short presentations and roleplays</p>
<p>Summer 1: Out of this World</p> <ul style="list-style-type: none"> • Traveller’s survival guide • Fly me to the moon story and planets /simple descriptions • Intergalactic dialogues/design outer space characters and own plants and languages 	<p>Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations</p>	<p>Key listen out activity based on: Key sounds personal info special questions</p> <p>ille/é</p>	<p>Exploration of: Conjunctions new to create extended sentences. Writing independently extended sentences.</p>	<p>clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.</p>
<p>Summer 2: Going to the seaside □ Going to the seaside</p>	<p>You can Play + sports Eat + foods Wear +beach clothes</p>	<p>Key listen out activity based on: Key sounds in beach language</p> <p>ge/jou</p>	<p>Exploration of: Using the modal verb structure : You can + verbs</p>	<p>Writing: Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.</p>



French Year 6 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
Autumn 1: Everyday life <ul style="list-style-type: none"> Revisiting me Time Daily life of a super hero/pupil 	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine	Key listen out activity based on: Key sounds in daily routine phrases ais	Exploration of time phrases extended sentences with conjunctions and opinions	<i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(some children will be on cusp of A2 in some of the skills)(Common European Framework of Reference)</i> Sound Spelling: generally accurate pronunciation and familiar word reading skills. Listening: Can understand the main points and some detail from a short spoken
Autumn 2: Where I live ,where you live <ul style="list-style-type: none"> Spooky house /space house Hopes and aspirations Paddington's Xmas Sandwiches 	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house ai/an/am	Exploration of: verb to have verb to be adjectival agreement with nouns	
Spring 1: Playing and enjoying sport <ul style="list-style-type: none"> Happy New Year forfeit game Investigating sports 	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes	Key listen out activity based on: Key sounds in sports and hobbies ais/oue	Exploration of: verb to play in the present tense	



Spring 2: This is me, hobbies and fun

- All the fun of the fair
- Favourites (independent presentation)

Asking and answering preferences/feelings and characteristics Fair ground rides
Opinions
Likes and dislikes

Key listen out activity based on: Key sounds in opinions

eux/i/é

Exploration of: expressing likes and dislikes with nouns and verbs

descriptive sentences using 1st, 2nd and 3rd person regular present tense

passage

Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation

Summer 1: Café culture ,restaurants

- Café culture (performance)
- Eating out (role play)

Transactional language to order a meal You can eat + foods
Buying snacks and drinks (Instructions to make a snack)

consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud

consolidation of prior learning – nouns, adjectives, verbs, questions and answers

Reading: Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/poem/story/account).Can use a bilingual dictionary.

Summer 2 :Performance Time

- Tour de France
- Class performances (independent performances and presentations)
- Create own class newspaper sheet
- Year 6 presentations

Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.

consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud

consolidation of prior learning – nouns, adjectives, verbs, questions and answers

Writing: Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.

DFE ATS and skill level

During the first stage of language learning, children will explore all 12 DFE Attainment Targets.

Language Learning Skill level practise

During the fourth stage of language learning , children will explore and attempt to



master the following
language learning skills
linked to the 12 DfE ATs

Listen attentively to spoken language and show understanding by joining in and responding

Listen attentively and understand more complex phrases and

